REPORT RESUMES

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RESEARCH STUDIES WITH IMPLICATIONS FOR ADULT EDUCATION, MOUNTAIN-PLAINS REGION, 1945-1966.

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THIS COMPILATION OF ABSTRACTS OF ADULT EDUCATION RESEARCH STUDIES CONDUCTED IN NEW MEXICO, ARIZONA, NEVADA, UTAH, IDAHO, WYOMING, AND COLORADO COVERS COLLEGE AND UNIVERSITY ADULT EDUCATION, PUBLIC SCHOOL ADULT PROGRAMS (MAINLY SECONDARY AND ADULT BASIC EDUCATION), VOCATIONAL AND TECHNICAL TRAINING (INCLUDING INDUSTRIAL INSERVICE TRAINING), ADULT LEARNING AND CREATIVITY AND APPROPRIATE TESTING, MIGRANT ADULT EDUCATION, CIVIL DEFENSE EDUCATION, EDUCATIONAL METHODS AND MEDIA, PROGRAM ADMINISTRATION, SOCIOECONOMIC INFLUENCES, THE NEED FOR RESEARCH PERSONNEL, AND THE NEEDS, INTERESTS, AND OTHER CHARACTERISTICS OF VARIOUS CLIENTELE GROUPS (RURAL DWELLERS, VETERANS, THE AGED, AND WELFARE RECIPIENTS). CRITIERIA FOR JUDGING THE SIGNIFICANCE AND SUITABILITY OF THESE STUDIES INCLUDED (1) STUDIES COMPLETED SINCE 1945, (2) SPECIFIC STUDIES CARRIED ON IN EACH STATE AND DISTINCTLY PERTAINING TO THAT STATE, AND (3) STUDIES DONE IN A GIVEN STATE, INVOLVING PEOPLE OF PROJECTS OUTSIDE THE STATE WHERE THE FINDINGS WOULD APPLY TO THE ENTIRE FIELD OF ADULT EDUCATION. EACH ABSTRACT CONTAINS THE PURPOSES, METHODS USED, AND A SUMMARY OF THE FINDINGS. (LY)

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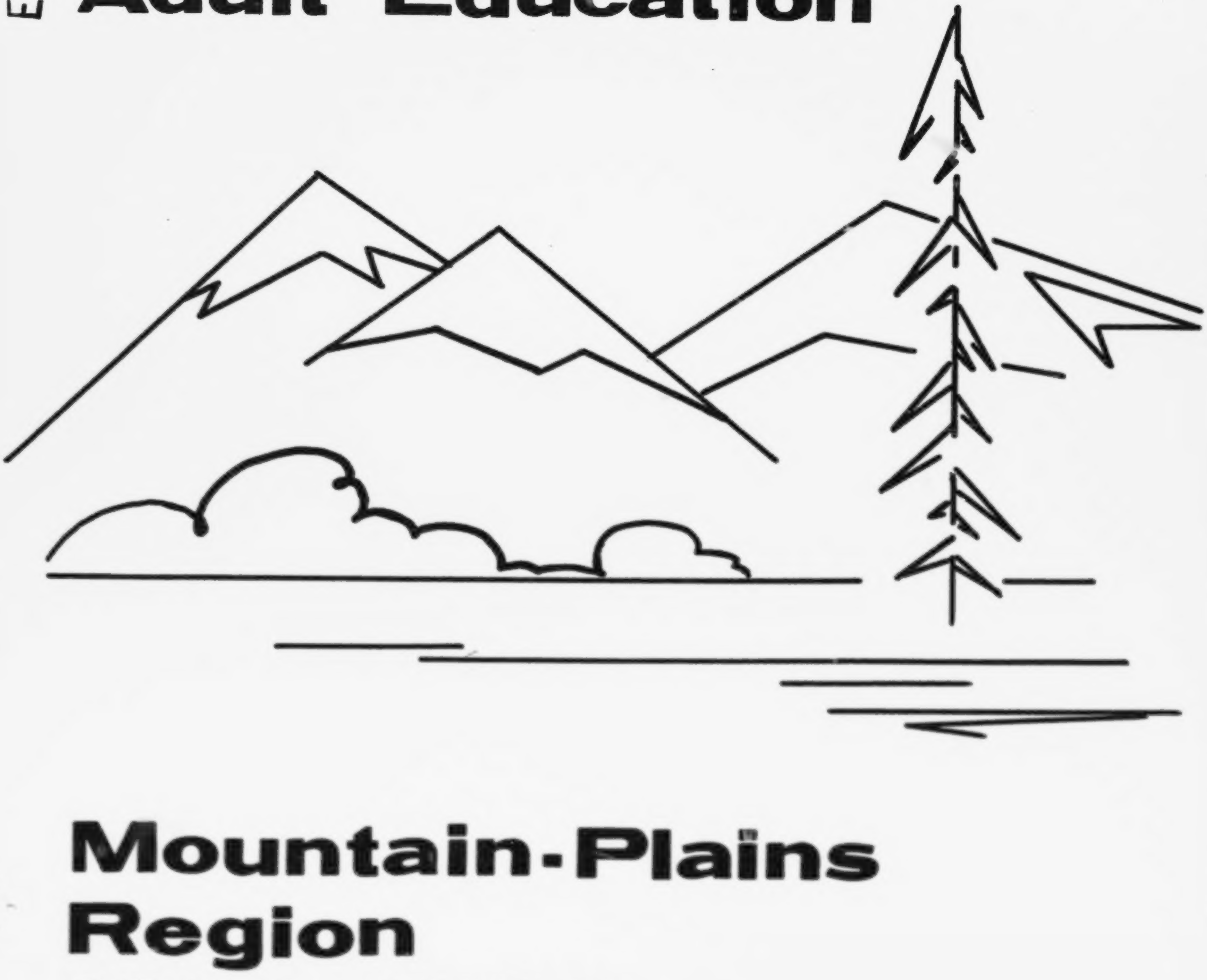
Research Studies With Implications for Adult Education



Mountain-Plains Region 1945-1966

AC 001 086

RESEARCH STUDIES
With Implications for
ADULT EDUCATION
Mountain-Plains Region
1945 - 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Laramie, Wyoming
March, 1967

PREFACE

Background

This compilation of research studies is published at the request of the executive committee of the MPAE and grew out of several discussions and presentations at the 1966 MPAE Conference in Salt Lake City, Utah. It brings together Adult Education research completed from the states of New Mexico, Arizona, Nevada, Idaho, Utah, Colorado, and Wyoming. A resource person in each state was chosen by the Executive Committee in November, 1966, and asked to assume the responsibility of collecting the title and annotations of research completed in his state which had implications for Adult Education. These resource people were:

John Swenson	Colorado
Arthur Burrichter	Wyoming
Avard Rigby	Utah
Kenneth Rasmussen	New Mexico
Victor Baumann	Arizona
Andrew Johnston	Nevada
Paul Kaus	Idaho

Guidelines were developed for reporting and each state representative submitted the collected materials to the College of Education at the University of Wyoming where Glenn Jensen accepted the responsibility of editing and compiling the information.

Selection Criteria

The criteria used to determine the significance and appropriateness of the materials included the following:

1. Studies from each state completed since 1945.

2. Specific studies carried on in each state and having distinct applicability to that state.

3. Studies done by someone in a state, involving people or projects outside the state where the findings would have distinct applicability to all persons in Adult Education, and not just to those in the Mountain-Plains Region.

Acknowledgments

The major effort in identifying the studies and in writing the abstracts which follow was undertaken by many people in the various states. Our appreciation for their help in this undertaking is most sincere. Without the assistance of Dr. Burman and the Division of Adult Education and Community Service, this publication would not have been possible. This is a first effort in this region and comments and suggestions from MPAE members will be deeply appreciated for improvement of future compilations.

Glenn Jensen
Arthur Burrichter

TABLE OF CONTENTS

COLLEGE AND UNIVERSITY ADULT EDUCATION 1

COOPERATIVE EXTENSION 15

PUBLIC SCHOOL ADULT EDUCATION 25

ADULT LEARNING 41

CLIENTELE: NEEDS, INTERESTS AND OTHER CHARACTERISTICS 51

COLLEGE AND UNIVERSITY ADULT EDUCATION

Diggs, Alfred Scott, A STUDY OF THE GRANTING OF ACADEMIC CREDIT FOR MILITARY SERVICE AND HOW IT AFFECTS THE STUDENT VETERAN AT THE UNIVERSITY OF DENVER. Unpublished Doctoral Dissertation. Denver: University of Denver, June, 1955, 66 pages.

Purpose

To determine how the granting of academic credit affects the scholastic performance of student veterans at the University of Denver.

Procedure

The population used was those veterans who enrolled as freshmen during the autumn quarters of 1947 and 1948. Comparisons were made between veterans who were granted little or no credit for military service and those who were granted twelve quarter hours of credit or more.

Summary of Findings

Veterans granted more service credit were more scholastically inclined and achieved better grades.

Allowance of academic credit for military service is not a pre-determiner of ultimate educational interests of veterans.

Credit granted for military service is generally used to meet graduation requirements.

Veterans took more upper division work in subjects related to military credit than lower division work.

Veterans granted lesser amounts of credit for military service had a larger withdrawal rate for academic failure.

* * *

Hendrix, O. R., THE NEED FOR NON-DEGREE PROGRAMS AT THE UNIVERSITY OF WYOMING. Director of Student Personnel and Guidance. Unpublished Research Report. Laramie: University of Wyoming, May, 1957, 23 pages.

Purpose

This study was designed to find if: (1) there are enough low-ability students entering the University of Wyoming to justify providing special curriculums for this group; (2) these students can be identified with a fair degree of accuracy prior to their enrollment.

Procedure

A prediction equation used which expressed the previously computed relationship of high-school grade average, Ohio State University Psychological test score, and Social Studies score of the Iowa High School Content Examination to cumulative grade average earned at the University.

Summary of Findings

1. On the basis of established criteria, between 40 per cent and 50 per cent of the freshmen entering the University will find it impossible or, at least, extremely difficult to earn satisfactory grades in established curriculums leading to a degree.

2. On the basis of first semester grade averages actually earned, between 36 per cent and 45 per cent of the sample of freshmen studied failed to earn satisfactory grades.

3. Using the earned first semester grades as the criterion, the prediction equation employed in this study classified students in sample with a fair degree of accuracy.

4. A separate administrative unit of the University should be established to develop and teach non-degree curriculums suitable to the needs of students desiring instruction beyond the high school level but unable to earn satisfactory grades in a degree program.

* * *

Henstrom, Richard H., SCOPE AND CHARACTERISTICS OF UNIVERSITY OFF-CAMPUS
CENTERS IN THE UNITED STATES. Unpublished Field Project.
Provo: Brigham Young University, May, 1966, 255 pages.

Purpose

The purpose of this study was to determine the scope and characteristics of university off-campus centers in the United States as evidenced by their philosophy, organizational structure, administrative processes and curricula.

In addition to obtaining statistical information of university off-campus centers, the study sought to obtain answers to several related questions pertaining to professional and regional accrediting associations, the establishment and continuance of centers, the structure and organization of centers, the nature of center credit, center research projects, curricula, and philosophy.

Three questionnaires were forwarded and returned as follows: (1) the first questionnaire was mailed to 27 regional and professional accrediting associations, resulting in a 100 per cent return; (2) the second questionnaire was mailed to 119 parent institutions, resulting in an 83.2 per cent return; and, (3) the third questionnaire was mailed to 207 off-campus centers, resulting in an 80.7 per cent return.

Summary of Findings

A survey of 119 parent institutions revealed that 53 of them operated 207 off-campus centers. The data collected revealed the following factors and characteristics about university off-campus centers:

1. There have been 154 centers established since 1900, and 106 of these have been organized since 1950. Twenty-five additional centers have been discontinued since 1950. There were nine parent institutions, planning to establish 19 new centers in the next few years.

2. Certain averages and means were determined from the data collected. It was found that centers were generally within 149 miles of their parent institutions, served a population of less than 100,000 individuals, employed 3.6 full-time employees, and 1.8 part-time employees. The mean enrollment per center was 1,108 credit students, and 878.0 non-credit students.

3. The primary philosophy governing centers was concerned with serving all segments of society and meeting the peculiar and specific needs of the individual.

4. The most critical problem areas were: (1) obtaining sufficient and qualified faculty; (2) supplying adequate library books and periodicals; (3) the course work required or the course sequence; and, (4) college or departmental recommendations.

5. Regional and professional accrediting associations generally have not developed specific criteria for centers, but they apply their regular criteria when accrediting the parent institution.

6. The lower division area accounted for 53.8 per cent of the courses offered by centers, graduate courses involved 18.7 per cent, upper division involved 13.6 per cent, and non-credit courses involved 13.4 per cent.

7. It was learned that 82.9 per cent of the centers operated on budgets of less than $500,000 annually, and 43.9 per cent had annual budgets of less than $100,000. The income for center operations was derived from two main sources with 53.4 per cent coming from fees and 33.6 per cent coming from appropriation. The mean fee charged at 117 centers was $21.75 per semester credit hour.

8. The major academic subject field offerings at off-campus centers in rank order were social sciences, humanities, business, physical and engineering sciences, and education.

Barnes, John B., A REPORT OF A COMMUNITY SELF-STUDY: SPECIAL REFERENCE TO THE DEVELOPMENT OF TERMINAL EDUCATION PROGRAMS AT NORTHERN WYOMING COMMUNITY COLLEGE. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, 1955, 210 pages.

Purpose

To determine possible terminal education programs for Wyoming's community colleges, with special reference to the Northern Wyoming Community College.

Procedure

First, a study was made of possible terminal educational needs at the lower college level. Second, a general history and description of the Northern Wyoming Community College was developed. Third, a survey was made of the current programs of terminal education in selected community colleges in the United States.

Summary of Findings

1. Community self-study, which was used, actively involved many more people than would have been possible in other ways. The involvement and companionate growth in conceptions of hundreds of adults in this community have clearly served as an impetus to increased lay awareness of general community problems.

2. Emphasis in pre-professional and academic programs is serving only part of the community. Additional programs are needed to serve the post-high school educational needs of the community.

3. The adult education program has grown steadily numerically; however, it still reaches only a small per cent of the total population to be served. This function must be expanded, since adult education serves the dual purpose of: (1) meeting the post-high school educational needs of the part-time, volunteer student; and, (2) creating a public relations channel between the college and its community.

4. Terminal education has been overlooked. No one on the present faculty is expressly qualified to teach in any terminal education area.

5. The community college lacks an adequate financial base. It cannot do its job until one is provided.

* * *

Banta, Clarence O., FINANCING ADULT EDUCATION IN THE PUBLIC JUNIOR COLLEGES OF COLORADO. Unpublished Doctoral Dissertation. Boulder: University of Colorado, 1954, 259 pages.

Purpose

To secure information about practices of financing adult education, to evaluate these practices and to formulate a plan for improving these practices in the public junior colleges of Colorado.

Procedure

A questionnaire was used to gather information from junior colleges, which was compared with standard and approved practices.

Summary of Findings

The Colorado public junior colleges have rapidly assumed the status of community colleges due largely to the increased enrollments in adult education.

Wide variations exist in the financial practices of the junior colleges, including sources of financial support, expenditures, tuition and fees, budgeting and accounting.

(The study presents detailed recommendations for improvement in financing adult education programs in the public junior colleges of Colorado.)

* * *

Jackson, Sybil, THE SIGNIFICANCE OF ADULT EDUCATION AND ITS RELEVANCE TO WESTON AND CROOK COUNTIES.. Unpublished Master's Thesis.. Laramie: University of Wyoming, May, 1963, 18 pages.

Purpose

To formulate guiding principles and program areas for adult education in Crook and Weston Counties in Wyoming..

Procedure

The historical method of research was used, along with interviews in the Division of Adult Education at the University of Wyoming and with superintendents and principals of the high schools of Wyoming.

Summary of Findings

The importance of life-long learning must be stressed. The main problem is to determine the greatest needs of the largest group of people and to obtain capable instructors. Substantial interest exists for course offerings. Areas to be offered should include extension courses for a high school diploma or college degree, vocational courses, liberal education courses, and general interest and recreational programs be established.

* * *

Verhaalen, Roman J., LEGISLATION AFFECTING THE GOVERNMENT OF PUBLIC HIGHER
EDUCATION. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, July, 1949, 363 pages.

Purpose

To determine current procedures and to suggest recommendations for the codification of legislation for the organization and administration of land-grant colleges and state universities. Special reference was made to the statutory provisions for higher education in the state of Wyoming.

Procedure

Federal legislation pertaining to institutions of higher education was reviewed. Personal interviews and historical research conducted in Wyoming, correspondence with administration officers of state universities and land-grant colleges in the United States and Puerto Rico provided information. Proposed legislation for institutional operation and administration was submitted for criticism and suggestions to outstanding educators in the field.

Summary of Findings

Administration and organization tend to centralize in five major catagories: (1) Division of Public Affairs; (2) Division of Business Management; (3) Division of Student Affairs; (4) Division of Adult Education; and, (5) Division of Resident Instruction and Research. Adult education is an outgrowth of responsibility for extending educational services to the entire population. The problem is how to best administratively organize the structure to serve the needs of the state. In almost 80 per cent of the institutions, there was a tendency toward coordination of various adult education services into an administrative unit comparable in standing with other major institutional divisions. Nowhere could a definite pattern of further internal organization be established due to lack of crystallized thinking in the area. Major units of an adult education division consisted of (1) general extension, both credit and non-credit; (2) correspondence study; (3) junior colleges or extension centers under institutional jurisdiction; (4) audio-visual department; (5) film and transcription libraries; (6) field summer schools; (7) entertainment and speaker's bureau; (8) community services and surveys; and, (9) radio broadcasting in cooperation with the Division of Public Affairs.

Every institution that is alive and going forward is a fluid one which makes any specific plan of organization obsolete and unsatisfactory even in the process of its own creation. There should be a clear statement in regard to the policies of institutional organization and operation. The complete task of operation is a cooperative enterprise requiring the most careful attention and effort of all.

* * *

Johnson, Walter S., THE INTEGRATION AND COORDINATION OF VOCATIONAL-TECHNICAL AND LIBERAL ARTS CURRICULA IN THE COMMUNITY-JUNIOR COLLEGES. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, August, 1963, 197 pages.

Purpose

To establish principles and practices which would effectively aid in providing successful integration and coordination between vocational-technical and liberal arts curricula in community-junior colleges.

Procedure

A review of literature was conducted, and an opinionnaire was formulated. This was distributed to appropriate personnel on all levels. Results analyzed and a check list was prepared for use by administrators and staff.

Summary of Findings

Some criteria are needed for orderly development of vocational-technical education. Curricular offerings must be determined by the needs of students and industry in the area.

Most colleges formerly transfer oriented are becoming community oriented to keep pace with technological and social changes. Respondents felt all community-junior college educational programs must be accorded "equal respectability."

* * *

Hartley, James R., A STUDY OF THE POTENTIAL FOR GROWTH AND DEVELOPMENT OF THE GOSHEN COUNTY COMMUNITY COLLEGE. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, May, 1958, 322 pages.

Purpose

To determine the potentialities of the Goshen County Community College for growth and development. An effort was made to ascertain attitudes of residents with particular reference to its program, what it should offer, building facilities needed, and how it should be supported.

Procedure

Discussions were held by the author with personnel involved, which led to a steering committee being formed to study the issue. An interview form was devised and then examined by the committee. This was then conducted, and results tabulated by the college.

Summary of Findings

The interviews indicated the importance of transfer function, but they wanted vocational, terminal, and adult courses in agriculture, how to figure income taxes, how to secure adequate insurance coverage, how to make investments, automotive mechanics, shop work, nursing and mariage and family living. Less interest was shown in courses of civic and cultural value, including art, American problems, great books and international affairs. Recreational offerings in woodmaking, ceramics, and handicrafts illicited only moderately favorable response. Little need was seen for a lecture or concert series, a community orchestra, or theatre group, or a program of service to community organizations and agencies. The development of an adult education and community service program is highly desirable for increasing the number served by the college.

* * *

Swenson, John H., COLLEGE AND UNIVERSITY GENERAL EXTENSION PROGRAMS FOR ADULTS IN COLORADO. Unpublished survey conducted for the Colorado Council of Adult Education. Boulder: University of Colorado, 1963, 33 pages.

Purpose

To study the characteristics of participants, teachers and learning activities included in the credit and non-credit general extension program for adults offered by colleges and universities in Colorado during 962-63.

Procedure

A survey instrument was designed and submitted to appropriate officials of each four-year college and university in Colorado.

Summary of Findings

There is greater participation by men than by women in the college and university adult education programs. Men participate most frequently between ages 21 and 30. Women also participate most frequently between ages 21 and 30 but sustain their participation into later years of adulthood more frequently than men.

Credit and non-credit programs for adults were conducted in 51 different communities in all regions of the state, not including individual correspondence study.

The traditional class method predominates, although significant variations in methodology are evident in non-credit programs.

Men significantly outnumber women as teachers of adults. The majority of teachers hold a Master's or higher degree, are over age 30 and are part-time teachers. Average salaries paid to teachers in general extension adult programs are considerably lower than average salaries paid to regular full-time faculty members.

The largest single source of financial support for adult programs is student tuition and fees. Student tuition and fees are the lowest in programs supported by federal funds.

Instructional materials and teaching aids are prepared primarily by local teaching staffs and are judged to be adequate by respondents. Mass media of communication is used mainly as supportive techniques rather than as primary instructional methods.

* * *

Nicholas, Robert A., A STUDY OF CONTINUING EDUCATIONAL NEEDS OF SELECTED PROFESSIONAL GROUPS AND UNIVERSITY EXTENSION CONTRACT PROGRAMS IN WYOMING. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, June, 1966, 207 pages.

Purpose

To gather basic data concerning university continuing education programs for professions in the United States which were primary to the development of extension contract programs at the University of Wyoming.

Procedure

A review was made of pertinent literature, with a questionnaire for university administrations, and one for 46 members of professions.

Summary of Findings

Continuing education--is both an individual and group responsibility--in the professions. Continuing education programs have been accepted as an extension function of university and professional schools, and have gained ready acceptance by professional leaders. Professions have been partially dependent upon specialized services of the university, but there have been severe limitations to the effectiveness of extension programs as a means for continuing professional education in Wyoming and other states. Contract programs have been acceptable for continuing education, but it should involve all university resources. University responsibility extends to all citizens and regions of the state with specially designed activities needed to fulfill needs of professional groups. Single administrative units needed to coordinate and increase involvement of teachers in continuing education and administrators. Evaluation is responsibility of university and professional groups. Program involves flexible use of staff, faculties, and curriculum. Financing involves all levels; local to federal government.

* * *

Robinson, Charles O., THE EDUCATIONAL AND EXPERIMENTAL BACKGROUNDS OF ADULT EDUCATORS IN THE MOUNTAIN-PLAINS REGION. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, August, 1961, 112 pages.

Purpose

To identify the experience backgrounds and formal course work of the professional adult educators in the Mountain-Plains Region and to compare these with desirable criteria of experience and course work posted by experts in the field of adult education.

Procedure

Interviews were held with 24 of the leading adult educators in the eight-state region, a questionnaire was presented to each professor and adult educator, criteria established which reflected the views of the leaders in the eight-state region, and reactions sought from a jury of experts in adult education regarding these criteria.

Summary of Findings

The following statements apply to adult educators in this survey. (1) There is no common experience background which is valuable; (2) experience in a particular field might be important to a particular educator; (3) experience of a certain kind may help gain competency in a particular field which is very important to his work; (4) a fairly common educational background is held by professional adult educators;

(5) courses in adult education have seemed relatively unimportant; (6) although a high value has not been placed on courses in adult education, they are quite eager to earn additional college credits in this field; (7) courses in practical and applied knowledge seem more important than theoretical courses; (8) most helpful areas of competencies are: (a) adult psychology; (b) group leadership; (c) teaching; (d) communication media; and, (e) public relations and promotional work; (9) provisions for in-service education and additional opportunities for study away from the job will be receiving more impetus in the future because of realization of the lack of specific courses which apply to the many duties of the professional adult educator; and, (10) orientation programs for new employees will receive more attention in future years.

* * *

Christopher, Johnny L., CERTAIN ASPECTS OF THE TEACHER'S ROLE IN WYOMING JUNIOR COLLEGES WITH IMPLICATIONS FOR PROGRAM PLANNING AND IMPROVEMENT. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, June, 1966, 212 pages.

Purpose

To secure factual and background information concerning Wyoming's junior college teachers and to analyze their attitudes toward the understanding of their work.

Procedure

1. A review of the literature.

2. The selection of a panel of authorities and a review of their responses to an opinionnaire relating to desirable qualities to be found in junior college teachers.

3. A survey of Wyoming junior college teachers through a questionnaire.

Summary of Findings

Wyoming's junior college teachers: (1) about 80 per cent hold Master's degrees; (2) had variety of previous experience, with 64 per cent from secondary; (3) 24 per cent felt inadequate to cope with widespread aptitudes; (4) counseling handled by professional counselors; (5) 75 per cent felt adult education classes were part of their responsibility; but 0 per cent preferred not to teach any adult education classes. The majority of teachers felt that teaching adults was not enough different from their regular teaching assignments to warrant some course work relating to the teaching of adults; (6) felt very little responsibility for conducting research; (7) 82 per cent said they would welcome observations for improving instruction; and, (8) 25 per cent said they weren't sufficiently prepared for their present teaching assignments.

Shields, Ana M., THE CASPER COLLEGE WOMEN'S CHOIR WITH IMPLICATION FOR THE INITIAL ORGANIZATION AND CONTINUOUS FUNCTIONING OF COMMUNITY-CHORAL GROUPS. Unpublished Master's Thesis. Laramie: University of Wyoming, August, 1960, 98 pages.

Purpose

To analyze pertinent data regarding the Casper College Women's Choir with implications for organization and further development of other community-choral groups in Wyoming. To determine the extent of such groups functioning in Wyoming.

Procedure

Personal observation and analysis of collected data were used along with a questionnaire mailed to arbitrarily selected community-choral groups in Wyoming and follow-up personal interviews.

Summary of Findings

The existing state organizations, possibly the Wyoming Music Educators Association and/or Mountain-Plains Adult Education Association, take a more vital interest in community-choral organizations in the state of Wyoming, by promoting and encouraging development of additional groups.

* * *

Hoffman, Ruth I., WHAT SHOULD BE THE CONTENT AND METHOD FOR A MATHEMATICS COURSE IN GENERAL EDUCATION FOR ADULTS. Unpublished Doctoral Dissertation. Denver: University of Denver, August, 1953, 197 pages.

Purpose

To organize a course for mathematics in general education to be used for adults in a community college program.

Procedure

The method of study includes review of related research, examination of current literature in the field, analysis of general mathematics textbooks, consultation with leaders in the field and review of other courses and methodology.

Summary of Findings

A 14-Unit course for mathematics in general education for adults was developed.

The course is planned for the current mathematical needs of adults as observed. It is based on general education objectives, is adaptable to meet the needs of any group, and emphasizes concepts and principles applicable in everyday living. Certain constant factors are identified which can be retained in modification of the course to meet various needs.

COOPERATIVE EXTENSION

Doyle, James H., RELATIONSHIPS OF UNDERGRADUATE AND GRADUATE ACHIEVEMENT, TENURE, AND AGE TO COLORADO MALE EXTENSION AGENT PERFORMANCE. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

What are the relationships between academic achievement, tenure and age, and Colorado male extension agent performance?

Procedure

To study this question, data on 73 extension agents were examined.

Summary of Findings

1. There were no significant relationships between undergraduate grade point average and agent performance.

2. Significant relationships did exist between graduate achievement and one category of performance, that of "Professional Improvement."

3. Significant relationships did exist between age and two categories of performance, those of "Knowledge of County or Area" and "Subject Matter."

4. Significant relationships did exist between tenure and six categories of performance, those of "Knowledge of County or Area," "Educational Methods," "Service Activities," "Individual Characteristics," "Subject Matter," and "Professional Improvement."

5. None of the measures of achievement, age or tenure were significantly related to total performance scores.

* * *

Nicholls, James M., A STUDY OF THE 4-H LEADER-TRAINING NEEDS IN WYOMING AS IDENTIFIED BY LOCAL 4-H CLUB LEADERS. Unpublished Master's Thesis. Laramie: University of Wyoming, May, 1964, 206 pages.

Purpose

To determine if 4-H Club leaders in Wyoming are receiving necessary training and the amount and kind needed. Information gathered on leader's age, education, etc.

Procedure

A questionnaire was mailed to 410 4-H Club leaders. A letter explaining the study went to all county extension agents in Wyoming.

Summary of Findings

There is the greatest turnover of leaders in rural non-farm and urban areas. Educational level is high for leaders (average 12.6 years of school attendance). The major motivation is recognition of need for youth development, personal satisfaction, and a liking for children. The leader training methods most effective are: 4-H literature, help from experienced leaders, county 4-H Club events, training meetings or workshops, etc. At least three county and community leader-training meetings are necessary each year. Women attend more than men, and as tenure increases, the more meetings they attend. All of the leaders felt a need for somewhat the same type of training. Club leaders want an active part in planning the training in which they will be involved. Leaders generally feel a need for stronger leader-training programs, however, as tenure increased, the feeling of need for stronger leadership training programs decreased.

* * *

Oller, Gladys H., A STUDY OF TRAINING PROGRAMS FOR BEGINNING COUNTY AGENTS IN NINE WESTERN STATES. Unpublished Master's Thesis. Madison: University of Wisconsin, June, 1957, 160 pages.

Purpose

To analyze training programs for county extension agents of nine western states whose responsibility includes that of county 4-H Club program development.

Procedure

Two parallel survey questionnaires were used. Extension directors and beginning county extension agents were contacted.

Summary of Findings

Less than 1/5 of 76 agents devote full time to 4-H. The rest were responsible for both adult and 4-H agricultural and/or home economics programs. State staff member reports show beginning agents have need for general information about relationships between staff members, adult work, etc. Most of them felt prepared in 4-H areas but not other related areas such as adult work. Staff is needed to do training. Agents need a good background in sociology, psychology, and humanities. Also, community structure and organization, methods of working with groups, and understanding of the developmental needs, and a knowledge of methods of teaching for the various age levels.

Schilt, Louis F., IN-SERVICE TRAINING FOR COUNTY EXTENSION STAFFS.
Unpublished Master's Thesis. Fort Collins: Colorado State
University, June, 1959, 145 pages.

Purpose

To investigate what should be included in an in-service training program for the home demonstration agents and county agricultural agents in the Wyoming Agricultural Extension Service.

Procedure

A questionnaire was sent to 85 members of the Wyoming Agricultural Extension Service.

Summary of Findings

Administrators and supervisors need to consider each staff member in planning in-service training functions.

Factors affecting in-service programs: (1) time offered; (2) how given; (3) who needs it; (4) responsibility; and, (5) cost.

Priority was given to the following as important for in-service training: preparing and presenting educational materials, advisory councils, evaluating programs, use of visual aids, use of mass media, program procedures, advisory committees, use of resource people, training adult leaders, how to conduct meetings, how to demonstrate, effective letters.

* * *

McKinstry, Margaret V., GUIDELINES FOR TRAINING THE HOME AGENT INEXPERIENCED IN THE USE OF TELEVISION. Unpublished Master's Thesis.
Michigan State University, 1964, 94 pages.

Purpose

To determine what guidelines can be followed to train a home agent to use television effectively.

Procedure

Television research findings were abstracted from findings pertinent to home agent training, and home agents experienced in the use of television were questioned in each state and Puerto Rico.

Summary of Findings

Television is an effective channel for teaching. Diffusion of research in home economics and related subjects is as easily accomplished by television as by extension's traditional teaching methods.

Television is a means to reach and teach dispersed adult populations. Television training should center around: (1) understanding the viewer or audience member; (2) building messages; (3) understanding technical aspects of television; (4) being aware of resources, reliable references, and current research; and, (5) establishing successful relationships with studio personnel.

* * *

Halsted, Alice, IN-SERVICE TRAINING FOR WYOMING HOME DEMONSTRATION AGENTS. Unpublished Master's Thesis. Fort Collins: Colorado State University, June, 1962, 84 pages.

Purpose

To determine how in-service training of home demonstration agents in Wyoming can be conducted effectively.

Procedure

A questionnaire was sent to the 27 home economics extension workers in Wyoming.

Summary of Findings

Some items rated as important in training programs were: (1) preparing and presenting educational material; (2) consumer information; (3) effective use of local leaders; (4) how to conduct meetings; (5) developing visual aids; (6) use of mass media; (7) program planning; (8) training other adult leaders; (9) developing county extension programs; (10) effective letters; (11) evaluating programs; and, (12) home visits.

Training must be adapted to the needs of agents. Poor planning or uninteresting material will kill the program.

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Bradshaw, Blaine, FUNCTIONS AND RESPONSIBILITIES OF COOPERATIVE EXTENSION SERVICE SPECIALISTS IN SELECTED WESTERN STATES. Unpublished Master's Thesis. Laramie: University of Wyoming, May, 1962, 73 pages.

Purpose

To determine how the cooperative extension service subject-matter specialist functions in the western states, what responsibilities he accepts in program planning, and how he can be more effectively utilized in the extension program.

Procedure

A questionnaire was sent to all directors of the Cooperative Extension Service in 13 western states.

Summary of Findings

Twenty-one per cent of the specialists spend all of their time on adult programs, 58 per cent spend 3/4 time, and 12 per cent divide time equally between adult and 4-H programs.

Ninety per cent of the counties have some type of advisory group to assist in the determination of county program needs, as well as the kind of program required to satisfy these needs.

Forty-four and eight tenths per cent of the counties had advisory committees in each program area with an over-all coordinating committee to assure a well-rounded program.

Seventy-five per cent of the specialist assistance is of a direct nature and is the area in which the specialist supplies the most direct assistance and teaching.

Training responsibilities have been indicated as one of the most important of the specialist roles.

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Farnsworth, William F., A STUDY OF COUNTY EXTENSION AGENTS' PROGRAM PLANNING ROLE IN NORTH CAROLINA, OHIO AND VIRGINIA. Unpublished Doctoral Dissertation. Madison: University of Wisconsin, June, 1963, 260 pages.

Purpose

The major purpose of this study was to define and analyze county extension agents' perception of their program planning role.

Procedure

Based upon a review of literature, a functional model for the program planning process was developed. It was submitted to a panel of 49 national and state program authorities who appraised the phases and tasks in the model. Tasks having the support of at least 60 per cent of the panel were included. The perception of 508 North Carolina, Ohio and Virginia county agents concerning their role was obtained through an interview questionnaire.

Summary of Findings

Sixty-nine per cent of the panel members perceived each of the six program planning phases included in the model and the 62 tasks encompassed therein to comprise county agents' planning roles. More than 2/3 of the 508 agent respondents felt that the model described their planning role.

1. County agents perceived their role to include: (1) formulating and agreeing upon a state wide framework for extension program planning; (2) adapting the state program planning framework to the county; (3) organizing resources to plan the county program; (4) planning the county program; (5) developing the written county program; and, (6) developing the annual county extension plan of work.

2. County agents perceived their performance of the tasks to be below the level of importance assigned to them.

3. Agents in home economics education assessed greater importance to the six phases than agents in agricultural or youth (4-H Club) education.

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Horne, Ralph H., COUNTY COMMISSIONERS' AND COUNTY AGENTS' PERCEPTION OF THE UTAH STATE UNIVERSITY'S EXTENSION SERVICES. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

How do county commissioners and county extension agents differ in their perception of Utah State University's extension services with respect to extension's objectives, county agents' roles, selected program areas, and clientele groups?

Procedure

Questionnaires were mailed to 54 county commissioners and 34 extension agents to study aspects of this question.

Summary of Findings

1. Commissioners felt more importance should be givenon direct help to those engaged in agricultural production and marketing and providing help and guidance in community improvement. Extension agens placed greater emphasis on youth work and the teaching of familieshow to better manage their resources. These differences, however, were ot statistically significant.

2. Commissioners placed high priority on providing iformation on specific farm and home problems, while extension agents felt it more important to train local leaders who in turn could provideinformation to others.

3. Commissioners saw extension's clientele as "farm"over "non-farm" while agents placed more value on working with both 'farm" and "non-farm" groups.

4. Overall, the commissioners valued the extension ervice, felt they had very good working relations with their agents, felt their agents were keeping up to date, and thought their agents could nearly always or usually help the average farmer with his problems.

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Kidd, David W., FARMERS' PERCEPTION OF THE EXTENSION SERVICE IN MANITOBA, CANADA. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

What is the farmers' knowledge and understanding of the attitude toward the extension service and the agricultural representative in Manitoba, Canada?

Procedure

A questionnaire, designed to answer the above question, was mailed to a sample of 175 farmers from five areas in Manitoba.

Summary of Findings

1. Attitudes toward the extension service were generally favorable: 71 per cent favorable; 18 per cent neutral; and, 11 per cent unfavorable.

2. The farmers' attitude toward the extension service were related to: (1) knowledge and understanding of; and, (2) level of involvement with extension.

3. The farmers tended to favor "educational" type work over "service." The most important clientele groups were average sized family farms and subsistence farms.

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Paktiawal, Akhtar M., THE ASPECTS OF YOUNG AND ADULT FARMER EDUCATION IN THE UNITED STATES WHICH MIGHT BE APPLIED IN AFGHANISTAN. Unpublished Master's Thesis. Laramie: University of Wyoming, June, 1961, 57 pages.

Purpose

To consider through a review of literature, the nature and aspects of young and adult farmer education in vocational agriculture in the United States for the purpose of applying them in Afghanistan.

Procedure

Information was obtained from a review of related references found in educational books, bulletins, magazines and pamphlets.

Summary of Findings

Adult and young farmers wanted: guidance for those best suited to non-farm occupations, achievement of a satisfactory social-civic environment, development of desirable personal qualities. Planning the program usually consisted of a democratically developed and orderly arranged list of problems, jobs and activities based on the needs and interests of the group. Plan should be functional, have long range objectives, and include special events during the year. An activities program seems essential in accomplishing objectives. Activities should include: discussion, demonstration, leadership, cooperative activities, recreational, and community service. Promoting can be done through: good teachers, community survey, advisory committee, personal contacts, obtain interest of school officials, publicity.

The same basic type of program used in the United States could be successfully applied in Afghanistan.

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United States Department of Agriculture Federal Extension Service, booklets and materials related to 4-H Club leaders, compiled and available at the University of Wyoming, 1967.

Purpose

To survey the materials available to 4-H Club leaders and extension agents concerning how to recruit, train, and hold good club leaders.

Procedure

A summary of the main points listed in numerous pamphlets, booklets, etc. was compiled.

Summary of Findings

1. As a group, older leaders (over 40) were the best overall.

2. Amount of self-confidence seems to have little to do with the leaders staying in 4-H.

3. First-year leaders have an unrealistic idea of their jobs.

4. Men leaders, especially, need training in teaching methods and conducting group work.

5. Good leaders usually have an above average income, have an education above the community average, and have farm background.

6. 4-H has about 50 per cent turnover of leaders each year.

7. Only about 45 per cent of all leaders attend training meetings.

8. To improve training techniques: (1) no one leader can be trained in all areas; (2) distinction needs to be drawn between volunteer and paid leaders; (3) plan programs for training leaders several years ahead; and, (4) set up situations which make better attendance possible.

9. Methods that should be used to find and hold volunteer leaders: (1) define type of leader needed; (2) know what to look for in a leader; (3) know where to find such leaders; and, (4) prepare aids and training programs.

10. To get more effective results from leaders: (1) leaders with several years experience are more successful than first year leaders; (2) adequately trained leaders stay longer than those who are not; and, (3) leaders who attend training meetings are more successful than those who don't.

11. Leader programs should include: (1) needs and interests; (2) objectives and philosophy; (3) activities and project work; (4) program development; (5) teaching procedures; (6) responsibilities and opportunities; and, (7) measurement and evaluation.

12. Leadership training is a continuous process.

13. Skills for one type of leadership will not automaticaly transfer to another type of leadership.

14. Steps in developing an agent/leader training program: (1) establish need; (2) determine objectives; (3) plan and develop content; (4) develop teaching procedures for the program content; (5) carry out program; (6) measure results; and, (7) plan for continuation of training.

15. Factors which involve attitudes, interests, and personalities have greater effect on leadership than do age, occupation, education, marital status, etc.

16. Leaders do have needs, and will attend training meetigs if they feel some of these needs will be met by so doing.

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Adams, John S., LOCAL ORIENTATION AND READERSHIP OF A COUNTY EXTENSION NEWS MAGAZINE IN NEW YORK. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

Is the county agricultural news magazine a live and useful tool or is it read so little that it should be considered outmoded? Do locally oriented articles attract greater reader interest than articles originating outside the county?

Procedure

To answer these and other questions, a sample of extension members in Montgomery County were surveyed. In addition, 56 county agent editors were questioned.

Summary of Findings

1. Readers showed no preference for the locally oriented stories compared with the stories originating from non-local sources.

2. The county agent editors could not accurately predict the readership interest of the extension members.

3. Agents with five or more years of experience tended as a group to pick more local articles than less experienced agents, but both groups of agents varied considerably from the readers' choices.

4. The agent editors felt that the extension magazine was a valuable tool for their work.

PUBLIC SCHOOL ADULT EDUCATION

Gilligan, Thomas J. and Van Orman, William T., PLANNING A STATE ADULT EDUCATION PROGRAM IN COLORADO. Unpublished Doctoral Dissertation. Denver: University of Denver, December 1956, 508 pages.

Purpose

To determine the present and potential status of public school adult education programs and to outline organizational procedures that might be used in developing a state-wide program of public school adult education in Colorado.

Procedure

A questionnaire and opinionnaire were sent to all public school and junior college administrators and to selected lay leaders in Colorado.

Summary of Findings

The questionnaire survey revealed that the status of adult education programs in Colorado were modest in size and scope and that there was a wide and growing need for adult education programs sponsored by the public schools.

The opinionnaire survey revealed that the administrators and lay leaders were in general agreement concerning various aspects of adult education in Colorado and their beliefs were consistent with the findings of other studies.

It was determined that the potential for positive action was present to develop a state-wide program of adult education in Colorado.

(The study includes detailed recommendations for organizing a state-wide program of adult education in Colorado.)

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Freeland, Cline, ADULT EDUCATION--A UNIFYING FORCE. Unpublished Seminar paper. Laramie: University of Wyoming, 25 pages.

Purpose

To review adult education and its purposes in relation to a specific school reorganization problem.

Procedure

A review of literature was conducted as well as a diagnosis of practices carried on by specific school districts.

Summary of Findings

Adult education seems to take on added impetus during and immediately after a period of stress or emergency. The best program of organization seems to be that of having the community develop its own program. More interest should be created in political, economic, aesthetic and cultural phases of adult education. Sound financing is difficult to accomplish.

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Melonuk
~~[illegible]~~, Mike, ORGANIZING A COMMUNITY WIDE YOUNG FARMERS PROGRAM AS A PHASE OF ADULT EDUCATION. Unpublished Master's Thesis. Laramie: University of Wyoming, June, 1950, 39 pages.

Purpose

To ascertain from existing programs and available literature the advantages and limitations of a Young Farmer Program and to find possible methods for organizing and conducting such a program on a community basis.

Procedure

The data contained were obtained from magazine articles, reports of special committees, and six years personal experience in teaching vocational agriculture and working with adult evening classes.

Summary of Findings

Education is not a static function; it must be continuous. The public is becoming aware that people must continue education throughout life if they are to remain educated. Individuals must make adjustments for meeting the social changes in the community. Young Farmer Education is a phase of adult education. The supporting public must be made aware of the problems and be given the opportunity to share in the formation of policies. Leadership is essential and can come from the community or from the outside; or it may be identified, inspired, and trained by the university through a teacher training program. It is important to extend to all the opportunity to join and to participate in planning and carrying out the aims of a program.

Waterman, Lawrence G., A SUGGESTED PROGRAM OF ADULT EDUCATION FOR SANTA FE, NEW MEXICO. Unpublished Master's Thesis. Albuquerque: Univeristy of New Mexico, June, 1952, 60 pages.

Purpose

To devise a workable program of adult education for the city of Santa Fe, New Mexico. The program was to take into account present conditions and assets of the community, as well as the prospects of success for the program. The study listed ways in which such a plan may contribute to the social, economic, and cultural well-being of the people of Santa Fe.

Procedure

The population used was representatives of the three cultural or ethnic groups of Santa Fe--the Indians, the Anglo-Americans, and the Hispano-Americans.

Instrument used was a questionnaire sent to 52 Santa Feans, asking them if they thought a program of adult education would be justifiable for Santa Fe.

Summary of Findings

The Superintendent of Schools, Santa Fe, New Mexico, should appoint a director of adult education plus an adult education council to plan, promote, organize, and supervise the Adult Education Program of Santa Fe, New Mexico.

Financing to be done by the Santa Fe school district in accordance with the State Educational Equalization Law (which forbids expenditures for adult education except out of cash balances), except for cost of materials to be paid by students.

Courses suggested in the adult program in Santa Fe were:

Adult Reading
Elementary Typewriting
Penmanship
Intermediate & Advances Typewriting
Practical Mathematics
Payroll Accounting
Elementary Bookkeeping

Arts and Crafts
Food Services
Child Training
Mother and Baby Care
Family and Marriage
Social Living
Wood Carving and Whittling,

Leather Craft
Photography
Folk Dancing
Basketball
Softball
Baseball
Fishing

Elementary Shorthand
Business Machines Operation
Distributive Education
Domestic Help
Auto Mechanics
Sewing
Correct English
Drafting
Welding
Techniques of a Good Waiter
Cabinet Making
Comptometery
Excursions
Cultural Recreation
Citizenship
Political Science
Driver Education

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Pehrson, Robert Blaine, A HISTORY OF ADULT EDUCATION IN THE SALT LAKE CITY SCHOOL DISTRICT. Unpublished Master's Thesis. Salt Lake City: University of Utah, June, 1965, 99 pages.

Purpose

The purpose of this study was to research the history and development of adult education in the Salt Lake City School District, to record the history, and to describe the board of education policies and administrative organization. The period covered, except for background material, was from 1906 to 1963.

Procedure

Materials were gathered and summarized from the University of Utah Library, records of the Salt Lake City and Utah State Boards of Education, and from personal interviews with selected professional educators who were knowledgeable in the field of adult education.

Summary of Findings

The early phase and development of the Salt Lake City program lasted from 1906 to 1937. The support received from the Federal Emergency Relief Administration gave substantial aid to the program. From 1937 to 1948, vocational training was a highly developed and a major part of the Evening School's offerings. Therefore, the transfer of the trades and industrial courses to the Salt Lake Area Vocational School in 1948 was a serious blow to the Evening School. The reduction of the Evening School's principalship to a part-time role in 1956 seriously limited the principal in developing programs. The broad and general policy of the board of education was considered by the writer to be no real policy. This lack of a real policy also limited the development of programs in the district.

The board of education minutes contained few references concerning adult education. Most of the decisions, therefore, were evidently left to the superintendent and subsequently, the principal of the Evening School.

There appeared to be a lack of acceptance of the responsibility of development of adult education, with the exception of the high school completion program, at the district level.

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Honeyman, Roger B., A STUDY OF THE GROWTH AND DEVELOPMENT OF ADULT EDUCATION IN THE STATE OF UTAH, WITH SPECIAL REFERENCE TO THE PROGRAM UNDER THE SUPERVISION OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION. Unpublished Master's Thesis. Provo: Brigham Young University, March, 1951, 125 pages.

Purpose

The purpose of this study is to indicate the growth and development of adult education in Utah, with special reference to the program under the supervision of the State Department of Public Instruction. An attempt was made to point out trends and tendencies of the program during the ten-year period, 1940-1949.

Procedure

Through a comprehensive review of the literature, the results of a questionnaire to which Utah's 40 local district superintendents responded, a survey of schools of education in the Intermountain Region, and consultation with authorities in the field of adult education, the author attempted to answer the following questions: (1) What is the history of adult education in Utah? (2) What are the agencies and activities of adult education in Utah? (3) Is there a need for trained personnel to administer adult education? (4) What training in the administration of adult education and training in teaching adult education classes is available? (5) What is the present status of adult education in Utah? (6) Are monetary allowances adequate for the development of programs of adult liberal education and adult vocational training to their maximum capacities? (7) How do monetary allowances in Utah compare with other states in this field:

Summary of Findings

Adult education in Utah is outgrowing the facilities and monetary allowances made for it; there is not enough trained personnel to administer the program effectively.

Interest in adult education in Utah is evident in the steady growth of enrollment.

Ninety-seven per cent of the superintendents of local school districts in Utah believe that adult education should be an integral part of the public school program.

There should be an organized State Department of Adult Education similar in structure to the existing state department of elementary and secondary education.

General adult education should receive equal emphasis in both administration and expenditures with the adult vocational programs.

Universities and colleges in Utah should offer specific courses in adult educational administration.

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Beckman, A. Darrel, THE DEVELOPMENT OF PUBLIC SCHOOL ADULT EDUCATION AS A STATE FUNCTION WITH SPECIAL REFERENCE TO WYOMING. Unpublished Master's Thesis. Laramie: University of Wyoming, August, 1957, 39 pages.

Purpose

To determine the role of the state in the gowth of adult education with special reference to Wyoming.

Procedure

An attempt is made to define "public school adult education." A historical review is made of important contributions, and a philosophy is proposed.

Summary of Findings

State legislation has two major divisions: (1) permissive legislation; and, (2) foundation for state financial support.

All states have university or adult schools, but expenditures of public funds for adult education varies greatly. Most states authorize use of school buildings by public, most schools have the authority to establish recreational programs, all states match federal funds for vocational education, and all states provide for education of veterans. States should provide specific financial aid for adult education, and federal money is desirable if not mandatory. Minimums of two to three per cent of the total expenditure for elementary and secondary education should be available for adult education. Many states require no qualifications for adult educators. Wyoming--local effort may not exceed two and one-half mills of taxable valuation of the district. State support usually improves further local effort. Adult education specialists at the state level are basic with state support--adult education induces better support for the entire education effort. Adult education is specifically excluded from the foundation program of financing education in Wyoming.

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Beckman, A. Darrel, THE ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOL ADULT EDUCATION IN THE LOCAL SCHOOL DISTRICT. Unpublished Master's Thesis. Laramie: University of Wyoming, August, 1957, 47 pages.

Purpose

To establish parts of the patent responsibility of the local school district as a contributing agency to the education of adults and out-of-school youth.

Procedure

A review of the literature with suggestions for local initiation.

Summary of Findings

The year ending June 30, 1953, public schools spent just over $79,000,000 on adult education, involving 3 million adults. Support was: veteran administration, aid to vocational effort, fee or tuition payments, district or local tax funds, state aid for general adult education. At local levels, approximately .0037 per cent of the total public school expenditures of 5.9 billion in 1953 for adult education. Wyoming makes no allocation of state funds for adult education other than matching funds in Smith-Hughes and George-Barden Acts for vocational education. Schools whose principle source of support was state funds of adult education had much greater enrollment, i.e. 10 states with considerable aid has 4.6 per cent of adult population enrolled while 38 states with little or no aid has 1.6 per cent of adult population enrolled.

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Crandall, Charles C., A STUDY OF EDUCATIONAL OPPORTUNITIES AND SCHOOL DISTRICT ORGANIZATION IN ALBANY, CARBON, LARAMIE, AND SWEETWATER COUNTIES OF WYOMING. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, June, 1966, 243 pages.

Purpose

To analyze the adult opportunities, through certain objective methods, in the school districts of Albany, Carbon, Laramie, and Sweetwater Counties in Wyoming.

Procedure

The normative survey method of research was used--a previously used and now revised set of criteria for evaluating the efficiency and adequacy of the administrative--units were employed. Questionnaires were sent to administrative heads of the school districts, and reports received from county superintendents. Interviews conducted with school superintendents, county superintendents, and county treasurers.

Summary of Findings

Curricula of the county schools tended to be deficient in these general areas: adult evening classes, art, music, nursing services, classes for the gifted and others of a very similar nature. None of the counties included in the study areas were organized into satisfactory school administration units, according to the criteria. Small districts had excessive costs in all areas of operation.

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Schrader, Robert Galt, A STUDY OF SCHOOL DISTRICT ORGANIZATION AND EDUCATIONAL OPPORTUNITY IN LINCOLN, PARK, SUBLETTE, TETON, AND UINTA COUNTIES OF WYOMING. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, August, 1965, 390 pages.

Purpose

This study was done to establish standards for the planning and executing of an organized and unbiased program of school district reorganization in Lincoln, Park, Sublette, Teton, and Uinta Counties of Wyoming.

Prodecure

The normative survey method of research was used. A previously used and now revised set of criteria for evaluating the efficiency and adequacy of administrative units was used. Interviewed at length were the Fiscal Agent of the State Department of Education and several county superintendents of schools. Data sent to the State Department of Education by the county superintendents of schools were analyzed.

Summary of Findings

None of the counties included had satisfactory school administration units. Great inequalities of financial support were noted. A paucity of educational opportunities was evident. Specific deficiencies were adult evening classes, homemaking, practical arts, foreign languages, music opportunities and others of a very similar nature. Many students in small and inadequate school administrative units were being educationally deprived.

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Webb, Harold Vernon, COMMUNITY POWER STRUCTURE RELATED TO SCHOOL ADMINISTRATION. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, 1956, 92 pages.

Purpose

To devise a method which the practicing school administrator could use to study the community and to identify community leaders or opinion makers.

Procedure

Three communities were selected, and the names changed. Personal interviews were conducted.

Summary of Findings

1. Over-all population of a community has ceded, by default, its control to a few persons. The general public has relinquished its control through lack of interest and lack of participation.

2. School administrators in the communities studied cannot be cited for their perspicuity in recognizing the power structure of the community.

3. Interviews with selected informants and the general public revealed that people were, in general, concerned about the problems of their school and community.

4. The persons who make up the group having the greatest influence on decisions involving community matters are not necessarily the ones selected by the general population.

5. If the superintendent of schools is to become a community leader, his effectiveness is definitely curtailed by a lack of knowledge and skill in locating and dealing with members of the power group.

Bennet, Patricia J., AN INTENSIVE STUDY OF THE DROP-OUTS AND POTENTIAL DROP-OUTS INCLUDED IN THE 1963 LARAMIE PUBLIC SCHOOL PROJECT SPONSORED BY THE UNITED STATES OFFICE OF EDUCATION. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, August, 1965, 167 pages.

Purpose

To locate individuals identified in 1963 and determine their current status. To obtain specific school-related topics and responses of survey items. To examine school records for information that may contribute to their decision to stay in or drop out of school. To obtain information from counselors relative to their work with each of the students.

Procedure

Data of the project were composed from three major sources: (1) school records; (2) personal interview, including responses to the student survey items; and, (3) counselor information obtained through the use of a rating scale.

Summary of Findings

The drop-out group was composed of 54.8 per cent girls and 43.6 per cent boys. The most frequent age for leaving was 18 and the grade was 12. About 1/3 were over-age for their grade at the time of the drop. Since leaving, 40 per cent were unemployed. Fifty-four and eight tenths per cent of the drop-outs were married while 94.2 per cent of the continuing students were single. Twenty-six and three tenths of the drop-outs were from bilingual homes, and more were from families with neither parent working. Drop-outs did not differ significantly in terms of the test data on scholastic ability. The percentage of students with measured ability above 110 IQ was equalled by those below 80 IQ. A higher percentage of continuing students had received some form of special curricular adjustment than had the drop-outs. The most frequent response to things disliked was teacher behavior. Generally, the married participants seemed to desire a greater acceptance by teachers and provisions for the completion of their education. The confidence the continuing students held for the future was contrasted with at least a somewhat worried outlook amoung most of the drop-outs.

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Durfey, R. Cline, A HANDBOOK FOR DIRECTORS OF ADULT EDUCATION IN THE STATE OF UTAH. Unpublished Field Project. Provo: Brigham Young University, May, 1963, 189 pages.

Purpose

The problem of this study was to develop a handbook for directors of adult education in the State of Utah.

Procedure

A survey was made of periodicals, texts, documents and adult education handbooks for information pertinent to the subject. Numerous handbooks on adult education were received from State Departments throughout the United States and Territories. This material was organized and synthesized to obtain the basic criteria for the contents of the handbook. Particular emphasis was placed upon information which could be applied to the state of Utah.

Summary of Findings

This study pointed out that job opportunities for unskilled workers are declining and individuals in the labor force find it necessary to equip themselves with tools of basic education plus specialized training. It was concluded that labor-saving devices and shorter work weeks have made hours available for leisure-time pursuits.

It was concluded that:

1. The proposed handbook will be adapted and changed and altered as it is tested in the field. The handbook was, therefore, organized and bound in such a manner as to be easily changed or adjusted.

2. Adult education programs will be expanded into all the school districts in the state of Utah and that the handbook would help directors implement the program.

3. Many adult education programs in the state of Utah have developed directly or indirectly from the stimulus provided by the Federal Vocational Education Acts.

4. Schools supported largely by state aid for adult education enroll a much higher proportion of the adults in their school districts than do schools supported primarily from other sources.

5. The state of Utah cannot advance economically faster than it advances educationally. This is a period of transition during which educators have responsibility for the future.

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Hershey, Edna Jean, THE DEVELOPMENT OF EVALUATIVE GUIDES FOR USE IN ADULT AND VOCATIONAL EDUCATION PROGRAM. Unpublished Doctoral Dissertation. Denver: May, 1954, 261 pages.

Purpose

To develop techniques for evaluating and improving selected phases of the instructional program of the Emily Griffith Opportunity School, the Adult and Vocational Division of the Denver Public Schools.

Procedure

Investigative procedures included comprehensive review of related research and literature in the field, detailed analysis of evaluation instruments in current use throughout the United States and preparation, application and revision of 11 Basic Requirements Evaluation Guides.

Summary of Findings

Application of the evaluative guides was found to be a suitable technique for evaluating selected phases of the instructional program at the Emily Griffith Opportunity School.

Application of the guides to 23 nation-wide pilot programs suggests their suitability for use by other adult and vocational schools.

Other suggested suitable uses of the guides include pre-program planning, pre-service training of teachers, school plant planning, and discussion topics for advisory committee meetings.

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Colorado Commission on Higher Education, STRENGTHENING HIGHER EDUCATION IN COLORADO. Project No. HE:PS-66.1. Denver: November, 1966, 74 pages.

Purpose

A proposal for the administration of present colleges and plans for the establishment and implementation of new community colleges in the state of Colorado.

Procedure

The Commission on Higher Education was charged by the Governor to draft a proposal for the strengthening of higher education in Colorado. The Commission staff under the chairmanship of Mr. Shelby F. Harper, completed the proposal in November, 1966.

Summary of Findings

The proposal provides statistical and financial information, plans for regular and technical community colleges, the status and needs for community college and adult education, and the goals and objectives of this provisional proposal.

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Colorado Department of Education, RESUME'--COLORADO PUBLIC SCHOOL ADULT EDUCATION 1965 - 1966. Denver: April, 1966, 1 page.

Purpose

To illustrate the total number of classes, total number of class hours, and total number of students who have completed programs in adult education sponsored by local public school districts and community colleges.

Procedure

The staff of the adult education section of the Colorado Department of Education developed an instrument for reporting of adult education activities by local school districts. This instrument is section 2 of the Finance and Statistics Form 128, Annual Report of Pupil Attendance and Related Information.

Summary of Findings

The information compiled from Form 128 provides figures which indicated that over 1,300 classes were held in public school adult education, that over 90,000 class hours were engaged in by over 79,000 individuals in adult education programs.

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The Colorado State Department of Education printed and mimeographed publications describing programs for basic adult education, Civil Defense, and the migrant and may be obtained upon request from the State Department of Education, Capitol Building, Denver, Colorado. The following is a brief summary of these publications:

CIVIL DEFENSE ADULT EDUCATION PROGRAM. Denver: December, 1965, 11 pages.

The publication lists: (1) objectives and purposes; (2) details of the Civil Defense Adult Education programs; (3) outlines personal and

and family survival; and, (4) considerations for local superintendents or adult education Directors.

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PROGRAM IN WORD ANALYSIS, Third Edition. Denver: December, 1963, 42 pages.

The manual describes the basic principles and the means of putting word analysis skills into practice. The book may serve as effective guidelines in the evaluation of available materials.

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GUIDE TO ORGANIATION AND ADMINISTRATION OF MIGRANT EDUCATION PROGRAMS. Alamosa: July 27, 1962, 25 pages.

To point out the educational needs of the migrant worker and to give some background of migrancy problems. Although broader in scope than a guide concerned only with conditions in Colorado, this booklet should be helpful to everyone concerned with the problems of this critically disadvantaged minority.

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THE EMOTIONAL BASES OF LEARNING. Denver: 1958, 18 pages.

A brief discussion of the emotional bases of learning. It explores the possible explanations for failures and provides reading which should stimulate the teacher to try new techniques.

* * *

COLORADO STATE PLAN FOR ADULT BASIC EDUCATION. Denver: March, 1965, 45 pages.

The Guide provides for procedures for implementing and financing adult basic education.

HIGH INTEREST LOW VOCABULARY BOOKS. Denver: 1965, 45 pages.

The purpose of this publication is to provide a current listing of high interest, low vocabulary texts. The list includes 2,129 titles.

The publication indicates the book vocabulary level by grade, the student interest level by grade, and lists the author, title, and publisher.

ADULT LEARNING

Schmidt, Victoria, THE PERMANENCE OF IMPROVEMENT IN ADULT READING. Unpublished Doctoral Dissertation. Boulder: University of Colorado, June, 1952, 171 pages.

Purpose

To determine the degree and permanence, if any, of improvement in reading by mature adults.

Procedure

Two experimental groups of adults, utilizing different instructional methods and equipment ("Book" and "Machine"), were compared with each other and with a control group at the end of the course and four months later.

Summary of Findings

Both experimental groups made significant gains in speed of reading during the course and continued to gain after the course was over. There was no significant difference between the gains in reading of the experimental groups. The control group did not make a significant gain in speed of reading.

Both experimental groups made significant gains in vocabulary during the course, followed by losses which were not significant from the end of the course to the retest. There were no significant differences in vocabulary gain between the experimental groups. The control group showed a significant loss in vocabulary.

Both experimental groups had a significant loss in comprehension during the course, followed by a significant gain. The net gain in comprehension by the "Machine" groups was significantly greater than that of the "Book" group. The control group showed a loss in comprehension, but it was not a significant loss.

Changes in reading attitudes for both experimental groups were toward freer, easier reading, with greater understanding.

* * *

Hadlock, Alton P., A STUDY OF THE DEVELOPMENT OF CRITICAL THINKING THROUGH ADULT DISCUSSION GROUPS. Unpublished Doctoral Dissertation. Berkley: University of California, April, 1958.

Purpose

The purpose of this study was to determine whether adults actually show an increase in ability to think critically after participating in a discussion program as prepared by the American Foundation for Political Science.

Procedure

Four hundred eight adults were studied who were participating in a discussion program entitled "American Foreign Policy." Each was given a battery of tests before the program began and again after the program was completed six months later. The tests which were given were: (1) the Test of Critical Thinking developed by the Comparative Study of Evaluation in General Education; (2) the Comparative English Test; reading: level of comprehension and vocabulary; and, (3) Sanford and Older's Short Authoritarian Scale. The following independent variables were also considered: (1) the educational background of each participant; (2) the occupation of each participant; (3) the reading ability of each participant (comprehension and vocabulary); and, (4) the degree of authoritarian of each participant.

Summary of Findings

The results of the experiment indicated the following:

1. There was no significant difference between those who scored either authoritarian or non-authoritarian behavior.

2. Those individuals who scored in the top 75th percentile in the vocabulary scale made a significant increase in ability to think critically. However, those individuals who scored less than the 75th percentile in the vocabulary test did not make a significant increase in their ability to think critically.

3. An increase in vocabulary was shown to take place, but this increase was not significant in those whose original score was above the 75th percentile but was significant for those below the 75th percentile.

4. There was no significant change in reading comprehension.

5. There was a significant change in the average ability to think critically.

* * *

Powell, Oscar Ray, A STUDY OF PEER EVALUATION IN AN ADULT GROUP LEARNING SITUATION. Unpublished Doctoral Dissertation. Denver: University of Denver, June, 1954, 135 pages.

Purpose

To examine some of the relationships between peer evaluation of graduate students and other methods of appraising the outcomes of the educative process and to test the validity of techniques used in peer evaluation.

Procedure

The population studied was 213 students attending Denver University. Experimental and control groups were compared.

Summary of Findings

Best results are obtained by using brief and simple forms to evaluate one's peers, supplemented with written instructions.

Individual profiles of peer ratings are useful in helping students realize their weak and strong points and in analyzing group behavior as it relates to evaluation.

Groups often rate individuals in terms of the "halo" effect rather than the basis of strong and weak points.

* * *

Davis, Helen Boyersmith, CHARACTERISTICS OF CREATIVE WORK BY ADULTS IN THE VISUAL ARTS. Unpublished Doctoral Dissertation. Denver: University of Denver, August, 1961, 160 pages.

Purpose

To identify characteristics of the creative work by adults in the visual arts done as a vocational activity.

Procedure

Thirty-four art products created by participants in the Army Arts and Crafts Program at the Fitzsimons Army Hospital, Denver, Colorado, were analyzed by a jury of five art educators. Uniform check lists of characteristics were used.

Summary of Findings

Common characteristics identified included:

1. Use of materials adaptable to the creation of utilitarian products, easily manipulated, stable and currently popular in decoration or personal attire.

2. Use of conservative colors in mosaics and pure color in painting.

3. Use of designs derived from nature.

4. Similarity to prevailing dimensional style of commercial, utilitarian objects.

5. Imaginative, interesting and sensitive content in handbuilt ceramics.

6. Creative, distinctive personal expression in jewelry and sculpture.

* * *

Pipho, Christian C., THE GENERAL EDUCATIONAL DEVELOPMENT (GED) HIGH SCHOOL EQUIVALENCY CERTIFICATE PROGRAM IN COLORADO. Unpublished Doctoral Dissertation. Greeley: Colorado State College, 1965, 135 pages.

Purpose

To conduct a formal evaluation of the GED High School Equivalency Certificate Program in Colorado.

Procedure

A statistical comparison of 483 persons taking the GED test battery, a follow-up survey of 369 persons who received an equivalency certificate and a survey of success experienced by 448 certificate holders in jobs and in college study.

Summary of Findings

The average age of men passing GED tests was approximately 26 years, and the average age of women was approximately 32 years.

Colorado residents use equivalency certificates primarily for job purposes and perform as well as high school graduates in these jobs.

Approximately 20 per cent of certificate holders who enrolled in Colorado colleges were able to graduate.

(The study also includes recommendations for improvement of the GED certificate program in Colorado.)

Rau, Gilbert G., A REPORT OF A GROUP SELF-STUDY PROGRAM WITH HARD-OF-HEARING ADULTS. Unpublished Doctoral Dissertation. Denver: University of Denver, August, 1949, 112 pages.

Purpose

To formulate, conduct and evaluate a group discussion program for hard-of-hearing adults.

Procedure

Methodology was determined, program was offered for all interested hard-of-hearing adults in the Denver area and program evaluation was conducted.

Summary of Findings

Participants gained knowledge, understanding and help from the discussions on hearing problems.

Participants gained a greater understanding and appreciation of the objectives and functions of the Denver Hearing Society.

Participants energized the membership of a community organization which carried over into direct action promoting the work of the Society.

(Educational implications were noted for other hard-of-hearing groups, for other physically handicapped groups, for adult education in general, and for the democratic process as a whole.)

* * *

Siemens, Rodney, EFFECTS OF PARTICIPATION IN A TELEVISION COURSE IN FARM ACCOUNTING. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

What were the effects of active participation in a television short course given in farm accounting in Manitoba, Canada?

Procedure

A sample of farmers who had participated in a television correspondence course completed a mailed questionnaire. Farmers who had purchased the material, but did not take the course, were also studied. Comparisons were made between the two groups.

Summary of Findings

1. Farmers who participated in the television course learned more than the farmers who only purchased the material.

2. Participants adopted more new farm management practices than non-participants.

3. There was a significant positive relationship between the farmers' adoption of farm management practices and the farmers' rating of the television course.

4. Farmers who had previously not been active in keeping farm records adopted more new practices than those who had been keeping a fairly good set of farm records.

5. Farmers who indicated that they operated general-type farms took a more active role in the course than did the specialized farmers.

6. There was an indication that the attitude, ability, and assistance of the wife were important factors in determining the degree to which farm records were kept on the farm.

* * *

Tyler, Horace Simeon, EFFECTIVENESS OF MASS MEDIA IN DIFFUSING LARIMER COUNTY EXTENSION INFORMATION. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

Can newspaper stories and radio programs about a local news event carry additional information which will lead to an increase in local people's awareness and understanding of the programs and organization of an educational institution?

Procedure

The news event was the opening of a branch office of the County Extension Service in Loveland, Colorado. To the news stories about the opening of the branch office was attachedadditional information about Extension educational programs and the organization of the Extension Service.

Summary of Findings

1. The principal bit of information conveyed during the mass media campaign was the fact that the Extension Service had opened a branch office in Loveland.

2. The amount of additional information conveyed via the news stories and radio programs remained a doubtful quantity.

* * *

Peterson, Raymond E., EFFECTS OF A PUBLIC FINANCE DISCUSSION PROGRAM ON PARTICIPANT UNDERSTANDING AND ATTITUDE. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

What are the effects of the "Taxes, People, Plains" discussion program of the participants' understanding of an attitude toward public finance?

Procedure

Participants in three Colorado counties received pre-test and post-test questionnaires on the content of the discussion program.

Summary of Findings

1. The "Taxes, People, Plains" discussion program significantly increased the participants' knowledge and understanding of public finance.

2. There was practically no change in the attitude of the participants toward public finance.

3. The more educated participants knew more about the public finance. These participants were also younger.

* * *

Whittemore, Robert G. and Echeverria, Ben P. and Griffin, John V., "Can We Use Existing Tests for Adult Basic Education," ADULT EDUCATION, Vol. XVII. University of Nevada, Autumn, 1966.

Purpose

To examine on the basis of correlational study and statistical inference, the utility of certain existing testing instruments as applied to MDTA Basic Education classes. Specifically, answers were sought to the following:

1. What methods of measurement are most efficient in measuring the improvement in social functioning as a result of basic educational training?

2. Finding the most effective way of measuring the reading and computational levels of such trainees.

3. Compiling a standardized system of testing for the trainees that could be used by teachers and counselors to improve their understanding of such trainees, thereby enabling them to teach such trainees more effectively.

Procedure

Two groups of MDTA Adult Basic Education trainees (N=87) in Las Vegas, Nevada, and three groups of MDTA Adult Basic Education trainees (N=39) from Reno, Nevada, were tested with four intelligence tests, one achievement test, one aptitude test, one interest test, one personality test, and one reading test. Correlations were then worked between a number of variables.

Summary of Findings

1. Significant changes did take place as a result of the learning experience offered the trainees in basic education.

2. Certain instruments were found to be useful in placement and in evaluation of progress.

3. Others were found to be of no value for these groups.

* * *

Guilas, Jose C., A COMPARATIVE STUDY OF THE ADULT EDUCATION MOVEMENT IN ENGLAND, GERMANY, CANADA AND THE PHILIPPINES. Unpublished Term Paper. Laramie: University of Wyoming, January, 1960, 41 pages.

Purpose

To comparatively study the adult education movement in England, Germany, Canada, and the Philippines.

Procedure

A review of the literature was conducted, along with materials received from the Philippines.

Summary of Findings

The principal findings were:

1. Governments need to supply more adequate funds.

2. Private agencies should become involved more actively.

3. Adult education and community improvement should go together.

4. Goals, objectives and philosophy should be broader.

5. Administrative procedures should be revived to avoid overlapping and duplication of effort.

6. Courses should depend on needs, interests and demands of students.

7. All facilities of schools, universities, industry, etc. should be available for use.

8. Well qualified teachers were needed.

9. All adults and out of school youth should be admitted.

10. Methods used in educating must vary.

11. Evaluation should be undertaken at least every five years.

CLIENTELE: NEEDS, INTERESTS AND OTHER CHARACTERISTICS

Pace, Lois W., WOMEN'S NEEDS IN CONTINUING EDUCATION. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

How do women's felt needs for educational opportunities relate to certain personal characteristics?

Procedure

A random sample of the adult female population in Livingston County, Missouri, was used for this study. Inquiry was made by questionnaire.

Summary of Findings

1. A significant relationship was found between level of education and women's felt needs for educational opportunities.

2. No significant relationships were apparent with regard to stage in the family life cycle or employment outside the home.

* * *

Evans, Ross A., FELT NEEDS OF FARMERS AS RELATED TO THEIR SOCIO-ECONOMIC LEVEL. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

How are farmers' felt needs related to the socio-economic structure in which they live?

Procedure

To examine this question, a sample of the farming population of three municipalities in the Province of Saskatchewan, Canada, received questionnaires.

Summary of Findings

1. There was a significant correlation between the farmers' socio-economic level and their involvement in community affairs; and, between their socio-economic level and their goals.

2. Felt needs of farmers for extension programs related to farm business management, for extension programs related to production techniques, for educational opportunities for family, and for cultural opportunities in the higher socio-economic group were significantly greater than those in the low socio-economic group.

* * *

Smith, Helen K., A STUDY OF THE PLACE OF THE OLDER ADULTS IN THE METHODIST CHURCHES OF NEBRASKA. Unpublished Master's Thesis. Laramie: University of Wyoming, August, 1962, 73 pages.

Purpose

To study the needs of older adults and to determine what is being done for and by these older people.

Procedure

The literature was surveyed and two questionnaires drawn up. One was sent to all Methodist ministers in Nebraska, and 1510 others went to older adults.

Summary of Findings

About 16 per cent of the 130,902 Methodists in Nebraska are older adults. Fifty-three per cent of the older adults are in the 65 to 74 year age bracket. Greatest concerns were health, finances and loneliness. They felt older persons should be a contributing part of community life. Ministers said companionship was greatest unmet need for older persons. The second greatest need was to be useful, to be needed, and to help. Consideration should be given to buildings that provide for physical limitations of adults. School officials and local boards need to make provisions for continuing education. Older adults need to be educated for their new role in life. The survey indicates there are many services older adults would like to render for the community.

* * *

Ruthemeyer, Robert J., A BASE LINE SURVEY OF ELDERLY NON-INSTITUTIONALIZED PERSONS IN WYOMING. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, January, 1966, 188 pages.

Purpose

To ascertain the situational characteristics of Wyoming individuals past their 65th birthday. The characteristics studied were leisure activities, employment, housing, income, education, health, personal adjustment, and religion.

Procedure

A survey instrument was developed and administered to 108 individuals 65 years of age or older. Sampling design involved stratification of counties based on the 1960 Wyoming population of persons 65 or older. The survey data was collected by personal interview.

Summary of Findings

The characteristics of the population 65 years and older in Wyoming may be summarized as follows: (1) reading, watching television and listening to the radio were the principal form of leisure activity; (2) the majority had adequate housing; (3) on the average, incomes were greater than those of elderly persons in other states; (4) those who rated their health good had higher level of mental intelligence than those who rated their health poor. As age increased, citizens were more likely to rate health poor. Citizens with health problems had poorer adjustment in old age. (5) those with more formal education generally had greater incomes; (6) citizens with high mental intelligence were more likely to have desirable adjustment in old age. Citizens who received Old Age Assistance more poorly adjusted than those earning a portion of their income. (7) those attending church regularly were better adjusted than those attending irregularly; and, (8) data suggested a strong relationship between adjustment in old age and adult activities assumed to provide opportunities for purposeful learning.

Recommendations growing out of the study were: (1) reading materials should be more readily available through mobile libraries and churches; (2) employers and public schools should promote pre-retirement and retirement information; (3) organizations should utilize hobbies and talents of senior citizens; (4) schools should emphasize the normality of the aging process and wise use of leisure time; and, (5) school programs should develop interest in individual and small group sports.

* * *

Delloff, Murray, A FOLLOW-UP STUDY OF THE SCHOOL-LEAVERS OF THE CODY, WYOMING, HIGH SCHOOL FOR THE YEARS 1941 - 1950. Unpublished Master's Thesis. Laramie: University of Wyoming, August, 1951, 85 pages.

Purpose

To collect data from graduates and drop-outs of the Cody, Wyoming, High School relative to their adjustments since leaving school. The two areas emphasized are employment and educational experiences since leaving high school.

Procedure

A questionnaire was sent to 404 graduates and drop-outs. Fifty-three and two tenths per cent were returned.

Summary of Findings

Almost 69 per cent were still in Wyoming. Almost 64 per cent of all answering reported training at various institutions of higher learning. Industrial Arts and Vocational Guidance were asked most for inclusion in high school, and evening adult classes were suggested by many as a way in which Cody schools could help them. School leavers also asked for better and more readily available library facilities.

* * *

Nightwine, William H., AN EXAMINATION OF ATTITUDES TOWARD GROUP LEADERSHIP BEHAVIOR AMONG AID TO DEPENDENT CHILDREN WOMEN. Unpublished Master's Thesis. Laramie: University of Wyoming, June, 1966, 23 pages.

Purpose

To gain insight into leadership behavior among women on welfare rolls, and to determine the extent of learned leadership behavior within this group.

Procedure

Parallel group method was used with particular emphasis on the interview technique. The experimental group was the one with women on aid to dependent children, and control group was women in the same age range and from the same geographic area, but not on ADC.

Summary of Findings

No significant difference was found in the attitude toward group leadership behavior between the two groups of women. Both groups showed about equal capacity for group leadership. Neither group had a greater chance than the other to participate in group interactions no matter what the economic and social circumstances of their members.

* * *

Davis, Thomas S., A STUDY OF WYOMING PEOPLE. Laramie: University of Wyoming, Division of Business and [illegible] Demographic Series No. 1, 1965, 38 pages.

Purpose

To probe beneath gains and losses in population and attempt to find the less apparent fluctuations within Wyoming's economic and social structure.

Procedure

Studies were made in the state's population and movements, employment, labor force and housing characteristics.

Summary of Findings

The largest gain of persons was in age groups under 19 and over 45.

The total personal income and per capita income have lagged behind the growth rate achieved by the United States--14,000 persons, 16 per cent of the total 1960 civilian labor force, were forced to change jobs (or occupations) because of decreased utilization of labor in some sections. The unemployment rate rose from 4.3 per cent in 1950 to 5.1 per cent in 1960 although the labor force increased at about the same rate as population.

* * *

Allbritten, Leo T., EDUCATIONAL PLANS OF WORLD WAR II VETERANS. Unpublished Doctoral Dissertation. Greeley: Colorado State College of Education, 1946, 51 pages.

Purpose

To study the educational plans of World War II veterans classified according to age, marital status, previous education, Army General Classification Test Scores, length of military service and previous civilian occupation.

Procedure

The population used was 1,000 enlisted men separated from the Army during the months of June, July, August and September of 1945.

Summary of Findings

The median age for all men included in the study was 28.14 years.

The median number of years of school completed was 10.6 with slightly more than 40 per cent high school graduates.

The number indicating plans to enroll in some kind of school was more than twice as great as the number enrolled in school immediately prior to military service.

Nearly 16 per cent planned further education, with 7 per cent planning to enroll in college, 8 per cent planning to enroll in vocational training and less than 1 per cent planning to attend high school.

* * *

Barron, Howard H., A STUDY OF ADULT EDUCATIONAL INTERESTS AND PROGRAMS
IN SALT LAKE COUNTY. Unpublished Doctoral Dissertation.
Salt Lake City: University of Utah, August, 1953, 230 pages.

Purpose

It was the purpose of this study to determine the adult education interests of selected adults residing in Salt Lake County; to describe some of the general characteristics of the respondents; to determine their affiliations with organizations providing adult education services; to describe some of the characteristics and practices of the organizations and their programs; to determine the approximate number of adults enrolled or participating in adult education programs; and to recommend a program of adult education for Salt Lake County.

Procedure

The data for this study were secured by means of two questionnaires: (1) one thousand questionnaires were mailed to selected lay adult residents of Salt Lake County of which 387 usable forms were returned; (2) a second questionnaire was distributed to 61 organizations having formal or informal adult education programs. The data tabulated from this latter check list were secured chiefly by means of personal interviews with the president, secretary, or some other representative of the organizations.

Summary of Findings

The findings of this study indicated that an adult education program must take into account that women and men do not have the same interests in adult education. However, where their responsibilities were similar, their interests were quite similar.

The women were considerably more interested in adult education courses than were the men. The women gave 20 courses higher interest indexes than the men's highest interest index.

The courses of greatest interest to the respondents were not necessarily the courses in which there was the greatest participation. However,

REPORT RESUMES

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RESEARCH STUDIES WITH IMPLICATIONS FOR ADULT EDUCATION, MOUNTAIN-PLAINS REGION, 1945-1966.

BY- BURRICHTER, ARTHUR JENSEN, GLENN

WYOMING UNIV., LARAMIE, COLL. OF EDUC.

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THIS COMPILATION OF ABSTRACTS OF ADULT EDUCATION RESEARCH STUDIES CONDUCTED IN NEW MEXICO, ARIZONA, NEVADA, UTAH, IDAHO, WYOMING, AND COLORADO COVERS COLLEGE AND UNIVERSITY ADULT EDUCATION, PUBLIC SCHOOL ADULT PROGRAMS (MAINLY SECONDARY AND ADULT BASIC EDUCATION), VOCATIONAL AND TECHNICAL TRAINING (INCLUDING INDUSTRIAL INSERVICE TRAINING), ADULT LEARNING AND CREATIVITY AND APPROPRIATE TESTING, MIGRANT ADULT EDUCATION, CIVIL DEFENSE EDUCATION, EDUCATIONAL METHODS AND MEDIA, PROGRAM ADMINISTRATION, SOCIOECONOMIC INFLUENCES, THE NEED FOR RESEARCH PERSONNEL, AND THE NEEDS, INTERESTS, AND OTHER CHARACTERISTICS OF VARIOUS CLIENTELE GROUPS (RURAL DWELLERS, VETERANS, THE AGED, AND WELFARE RECIPIENTS). CRITIERIA FOR JUDGING THE SIGNIFICANCE AND SUITABILITY OF THESE STUDIES INCLUDED (1) STUDIES COMPLETED SINCE 1945, (2) SPECIFIC STUDIES CARRIED ON IN EACH STATE AND DISTINCTLY PERTAINING TO THAT STATE, AND (3) STUDIES DONE IN A GIVEN STATE, INVOLVING PEOPLE OF PROJECTS OUTSIDE THE STATE WHERE THE FINDINGS WOULD APPLY TO THE ENTIRE FIELD OF ADULT EDUCATION. EACH ABSTRACT CONTAINS THE PURPOSES, METHODS USED, AND A SUMMARY OF THE FINDINGS. (LY)

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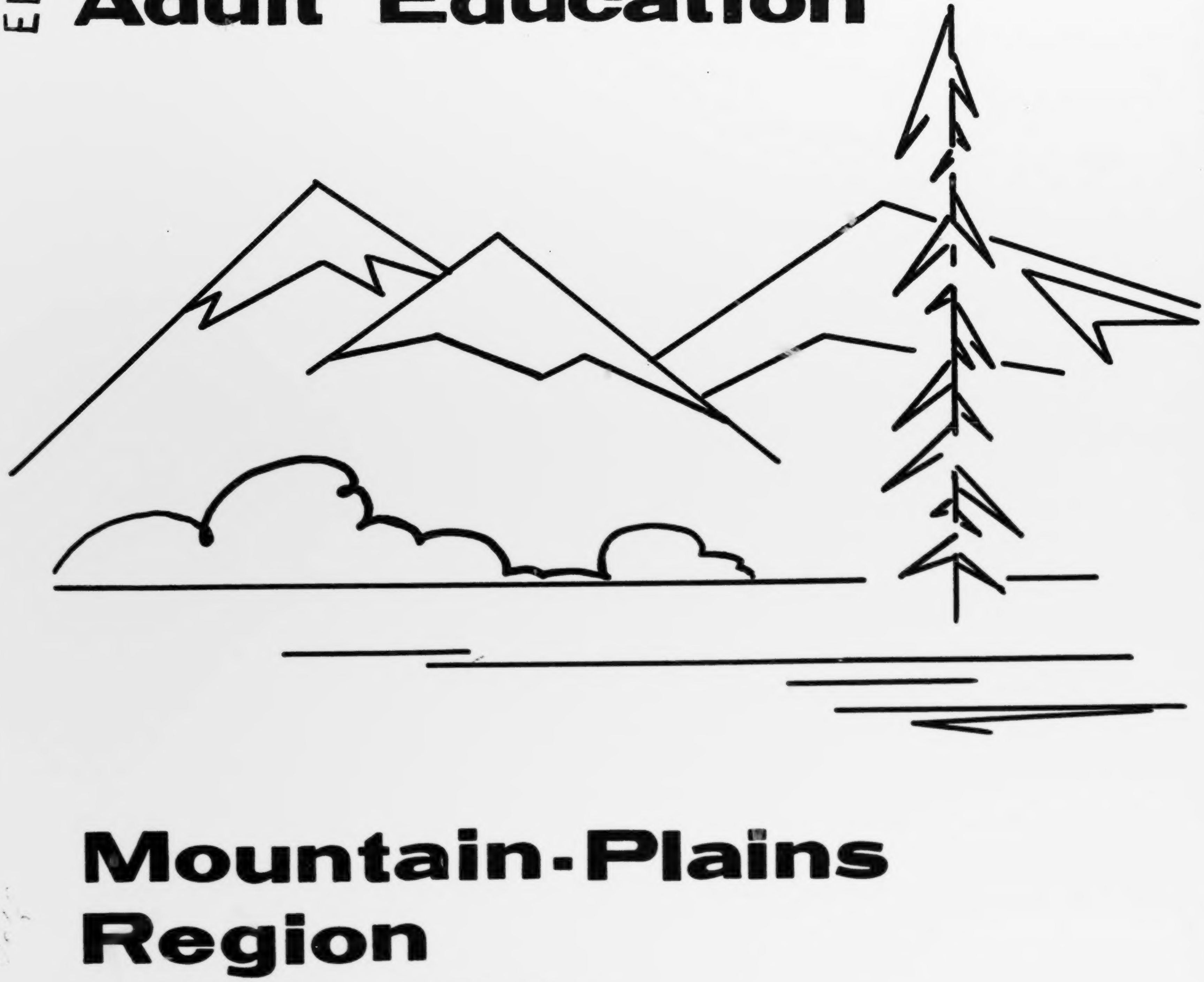
Research Studies With Implications for Adult Education



Mountain-Plains Region 1945-1966

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RESEARCH STUDIES
With Implications for
ADULT EDUCATION
Mountain-Plains Region
1945 - 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Compiled by
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Under the Direction of
Glenn Jensen

Department of Adult Education
and Instructional Services
College of Education
University of Wyoming
Laramie, Wyoming
March, 1967

PREFACE

Background

This compilation of research studies is published at the request of the executive committee of the MPAE and grew out of several discussions and presentations at the 1966 MPAE Conference in Salt Lake City, Utah. It brings together Adult Education research completed from the states of New Mexico, Arizona, Nevada, Idaho, Utah, Colorado, and Wyoming. A resource person in each state was chosen by the Executive Committee in November, 1966, and asked to assume the responsibility of collecting the title and annotations of research completed in his state which had implications for Adult Education. These resource people were:

John Swenson	Colorado
Arthur Burrichter	Wyoming
Avard Rigby	Utah
Kenneth Rasmussen	New Mexico
Victor Baumann	Arizona
Andrew Johnston	Nevada
Paul Kaus	Idaho

Guidelines were developed for reporting and each state representative submitted the collected materials to the College of Education at the University of Wyoming where Glenn Jensen accepted the responsibility of editing and compiling the information.

Selection Criteria

The criteria used to determine the significance and appropriateness of the materials included the following:

1. Studies from each state completed since 1945.

2. Specific studies carried on in each state and having distinct applicability to that state.

3. Studies done by someone in a state, involving people or projects outside the state where the findings would have distinct applicability to all persons in Adult Education, and not just to those in the Mountain-Plains Region.

Acknowledgments

The major effort in identifying the studies and in writing the abstracts which follow was undertaken by many people in the various states. Our appreciation for their help in this undertaking is most sincere. Without the assistance of Dr. Burman and the Division of Adult Education and Community Service, this publication would not have been possible. This is a first effort in this region and comments and suggestions from MPAE members will be deeply appreciated for improvement of future compilations.

Glenn Jensen
Arthur Burrichter

TABLE OF CONTENTS

COLLEGE AND UNIVERSITY ADULT EDUCATION 1

COOPERATIVE EXTENSION 15

PUBLIC SCHOOL ADULT EDUCATION 25

ADULT LEARNING 41

CLIENTELE: NEEDS, INTERESTS AND OTHER CHARACTERISTICS 51

COLLEGE AND UNIVERSITY ADULT EDUCATION

Diggs, Alfred Scott, A STUDY OF THE GRANTING OF ACADEMIC CREDIT FOR MILITARY SERVICE AND HOW IT AFFECTS THE STUDENT VETERAN AT THE UNIVERSITY OF DENVER. Unpublished Doctoral Dissertation. Denver: University of Denver, June, 1955, 66 pages.

Purpose

To determine how the granting of academic credit affects the scholastic performance of student veterans at the University of Denver.

Procedure

The population used was those veterans who enrolled as freshmen during the autumn quarters of 1947 and 1948. Comparisons were made between veterans who were granted little or no credit for military service and those who were granted twelve quarter hours of credit or more.

Summary of Findings

Veterans granted more service credit were more scholastically inclined and achieved better grades.

Allowance of academic credit for military service is not a pre-determiner of ultimate educational interests of veterans.

Credit granted for military service is generally used to meet graduation requirements.

Veterans took more upper division work in subjects related to military credit than lower division work.

Veterans granted lesser amounts of credit for military service had a larger withdrawal rate for academic failure.

* * *

Hendrix, O. R., THE NEED FOR NON-DEGREE PROGRAMS AT THE UNIVERSITY OF WYOMING. Director of Student Personnel and Guidance. Unpublished Research Report. Laramie: University of Wyoming, May, 1957, 23 pages.

Purpose

This study was designed to find if: (1) there are enough low-ability students entering the University of Wyoming to justify providing special curriculums for this group; (2) these students can be identified with a fair degree of accuracy prior to their enrollment.

Procedure

A prediction equation used which expressed the previously computed relationship of high-school grade average, Ohio State University Psychological test score, and Social Studies score of the Iowa High School Content Examination to cumulative grade average earned at the University.

Summary of Findings

1. On the basis of established criteria, between 40 per cent and 50 per cent of the freshmen entering the University will find it impossible or, at least, extremely difficult to earn satisfactory grades in established curriculums leading to a degree.

2. On the basis of first semester grade averages actually earned, between 36 per cent and 45 per cent of the sample of freshmen studied failed to earn satisfactory grades.

3. Using the earned first semester grades as the criterion, the prediction equation employed in this study classified students in sample with a fair degree of accuracy.

4. A separate administrative unit of the University should be established to develop and teach non-degree curriculums suitable to the needs of students desiring instruction beyond the high school level but unable to earn satisfactory grades in a degree program.

* * *

Henstrom, Richard H., SCOPE AND CHARACTERISTICS OF UNIVERSITY OFF-CAMPUS CENTERS IN THE UNITED STATES. Unpublished Field Project. Provo: Brigham Young University, May, 1966, 255 pages.

Purpose

The purpose of this study was to determine the scope and characteristics of university off-campus centers in the United States as evidenced by their philosophy, organizational structure, administrative processes and curricula.

In addition to obtaining statistical information of university off-campus centers, the study sought to obtain answers to several related questions pertaining to professional and regional accrediting associations, the establishment and continuance of centers, the structure and organization of centers, the nature of center credit, center research projects, curricula, and philosophy.

Three questionnaires were forwarded and returned as follows: (1) the first questionnaire was mailed to 27 regional and professional accrediting associations, resulting in a 100 per cent return; (2) the second questionnaire was mailed to 119 parent institutions, resulting in an 83.2 per cent return; and, (3) the third questionnaire was mailed to 207 off-campus centers, resulting in an 80.7 per cent return.

Summary of Findings

A survey of 119 parent institutions revealed that 53 of them operated 207 off-campus centers. The data collected revealed the following factors and characteristics about university off-campus centers:

1. There have been 154 centers established since 1900, and 106 of these have been organized since 1950. Twenty-five additional centers have been discontinued since 1950. There were nine parent institutions, planning to establish 19 new centers in the next few years.

2. Certain averages and means were determined from the data collected. It was found that centers were generally within 149 miles of their parent institutions, served a population of less than 100,000 individuals, employed 3.6 full-time employees, and 1.8 part-time employees. The mean enrollment per center was 1,108 credit students, and 878.0 non-credit students.

3. The primary philosophy governing centers was concerned with serving all segments of society and meeting the peculiar and specific needs of the individual.

4. The most critical problem areas were: (1) obtaining sufficient and qualified faculty; (2) supplying adequate library books and periodicals; (3) the course work required or the course sequence; and, (4) college or departmental recommendations.

5. Regional and professional accrediting associations generally have not developed specific criteria for centers, but they apply their regular criteria when accrediting the parent institution.

6. The lower division area accounted for 53.8 per cent of the courses offered by centers, graduate courses involved 18.7 per cent, upper division involved 13.6 per cent, and non-credit courses involved 13.4 per cent.

7. It was learned that 82.9 per cent of the centers operated on budgets of less than $500,000 annually, and 43.9 per cent had annual budgets of less than $100,000. The income for center operations was derived from two main sources with 53.4 per cent coming from fees and 33.6 per cent coming from appropriation. The mean fee charged at 117 centers was $21.75 per semester credit hour.

8. The major academic subject field offerings at off-campus centers in rank order were social sciences, humanities, business, physical and engineering sciences, and education.

Barnes, John B., A REPORT OF A COMMUNITY SELF-STUDY: SPECIAL REFERENCE TO THE DEVELOPMENT OF TERMINAL EDUCATION PROGRAMS AT NORTHERN WYOMING COMMUNITY COLLEGE. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, 1955, 210 pages.

Purpose

To determine possible terminal education programs for Wyoming's community colleges, with special reference to the Northern Wyoming Community College.

Procedure

First, a study was made of possible terminal educational needs at the lower college level. Second, a general history and description of the Northern Wyoming Community College was developed. Third, a survey was made of the current programs of terminal education in selected community colleges in the United States.

Summary of Findings

1. Community self-study, which was used, actively involved many more people than would have been possible in other ways. The involvement and companionate growth in conceptions of hundreds of adults in this community have clearly served as an impetus to increased lay awareness of general community problems.

2. Emphasis in pre-professional and academic programs is serving only part of the community. Additional programs are needed to serve the post-high school educational needs of the community.

3. The adult education program has grown steadily numerically; however, it still reaches only a small per cent of the total population to be served. This function must be expanded, since adult education serves the dual purpose of: (1) meeting the post-high school educational needs of the part-time, volunteer student; and, (2) creating a public relations channel between the college and its community.

4. Terminal education has been overlooked. No one on the present faculty is expressly qualified to teach in any terminal education area.

5. The community college lacks an adequate financial base. It cannot do its job until one is provided.

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Banta, Clarence O., FINANCING ADULT EDUCATION IN THE PUBLIC JUNIOR COLLEGES OF COLORADO. Unpublished Doctoral Dissertation. Boulder: University of Colorado, 1954, 259 pages.

Purpose

To secure information about practices of financing adult education, to evaluate these practices and to formulate a plan for improving these practices in the public junior colleges of Colorado.

Procedure

A questionnaire was used to gather information from junior colleges, which was compared with standard and approved practices.

Summary of Findings

The Colorado public junior colleges have rapidly assumed the status of community colleges due largely to the increased enrollments in adult education.

Wide variations exist in the financial practices of the junior colleges, including sources of financial support, expenditures, tuition and fees, budgeting and accounting.

(The study presents detailed recommendations for improvement in financing adult education programs in the public junior colleges of Colorado.)

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Jackson, Sybil, THE SIGNIFICANCE OF ADULT EDUCATION AND ITS RELEVANCE TO WESTON AND CROOK COUNTIES.. Unpublished Master's Thesis.. Laramie: University of Wyoming, May, 1963, 18 pages.

Purpose

To formulate guiding principles and program areas for adult education in Crook and Weston Counties in Wyoming.

Procedure

The historical method of research was used, along with interviews in the Division of Adult Education at the University of Wyoming and with superintendents and principals of the high schools of Wyoming.

Summary of Findings

The importance of life-long learning must be stressed. The main problem is to determine the greatest needs of the largest group of people and to obtain capable instructors. Substantial interest exists for course offerings. Areas to be offered should include extension courses for a high school diploma or college degree, vocational courses, liberal education courses, and general interest and recreational programs be established.

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Verhaalen, Roman J., LEGISLATION AFFECTING THE GOVERNMENT OF PUBLIC HIGHER EDUCATION. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, July, 1949, 363 pages.

Purpose

To determine current procedures and to suggest recommendations for the codification of legislation for the organization and administration of land-grant colleges and state universities. Special reference was made to the statutory provisions for higher education in the state of Wyoming.

Procedure

Federal legislation pertaining to institutions of higher education was reviewed. Personal interviews and historical research conducted in Wyoming, correspondence with administration officers of state universities and land-grant colleges in the United States and Puerto Rico provided information. Proposed legislation for institutional operation and administration was submitted for criticism and suggestions to outstanding educators in the field.

Summary of Findings

Administration and organization tend to centralize in five major catagories: (1) Division of Public Affairs; (2) Division of Business Management; (3) Division of Student Affairs; (4) Division of Adult Education; and, (5) Division of Resident Instruction and Research. Adult education is an outgrowth of responsibility for extending educational services to the entire population. The problem is how to best administratively organize the structure to serve the needs of the state. In almost 80 per cent of the institutions, there was a tendency toward coordination of various adult education services into an administrative unit comparable in standing with other major institutional divisions. Nowhere could a definite pattern of further internal organization be established due to lack of crystallized thinking in the area. Major units of an adult education division consisted of (1) general extension, both credit and non-credit; (2) correspondence study; (3) junior colleges or extension centers under institutional jurisdiction; (4) audio-visual department; (5) film and transcription libraries; (6) field summer schools; (7) entertainment and speaker's bureau; (8) community services and surveys; and, (9) radio broadcasting in cooperation with the Division of Public Affairs.

Every institution that is alive and going forward is a fluid one which makes any specific plan of organization obsolete and unsatisfactory even in the process of its own creation. There should be a clear statement in regard to the policies of institutional organization and operation. The complete task of operation is a cooperative enterprise requiring the most careful attention and effort of all.

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Johnson, Walter S., THE INTEGRATION AND COORDINATION OF VOCATIONAL-TECHNICAL AND LIBERAL ARTS CURRICULA IN THE COMMUNITY-JUNIOR COLLEGES. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, August, 1963, 197 pages.

Purpose

To establish principles and practices which would effectively aid in providing successful integration and coordination between vocational-technical and liberal arts curricula in community-junior colleges.

Procedure

A review of literature was conducted, and an opinionnaire was formulated. This was distributed to appropriate personnel on all levels. Results analyzed and a check list was prepared for use by administrators and staff.

Summary of Findings

Some criteria are needed for orderly development of vocational-technical education. Curricular offerings must be determined by the needs of students and industry in the area.

Most colleges formerly transfer oriented are becoming community oriented to keep pace with technological and social changes. Respondents felt all community-junior college educational programs must be accorded "equal respectability."

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Hartley, James R., A STUDY OF THE POTENTIAL FOR GROWTH AND DEVELOPMENT OF THE GOSHEN COUNTY COMMUNITY COLLEGE. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, May, 1958, 322 pages.

Purpose

To determine the potentialities of the Goshen County Community College for growth and development. An effort was made to ascertain attitudes of residents with particular reference to its program, what it should offer, building facilities needed, and how it should be supported.

Procedure

Discussions were held by the author with personnel involved, which led to a steering committee being formed to study the issue. An interview form was devised and then examined by the committee. This was then conducted, and results tabulated by the college.

Summary of Findings

The interviews indicated the importance of transfer function, but they wanted vocational, terminal, and adult courses in agriculture, how to figure income taxes, how to secure adequate insurance coverage, how to make investments, automotive mechanics, shop work, nursing and marriage and family living. Less interest was shown in courses of civic and cultural value, including art, American problems, great books and international affairs. Recreational offerings in woodmaking, ceramics, and handicrafts illicited only moderately favorable response. Little need was seen for a lecture or concert series, a community orchestra, or theatre group, or a program of service to community organizations and agencies. The development of an adult education and community service program is highly desirable for increasing the number served by the college.

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Swenson, John H., COLLEGE AND UNIVERSITY GENERAL EXTENSION PROGRAMS FOR ADULTS IN COLORADO. Unpublished survey conducted for the Colorado Council of Adult Education. Boulder: University of Colorado, 1963, 35 pages.

Purpose

To study the characteristics of participants, teachers and learning activities included in the credit and non-credit general extension program for adults offered by colleges and universities in Colorado during 1962-63.

Procedure

A survey instrument was designed and submitted to appropriate officials of each four-year college and university in Colorado.

Summary of Findings

There is greater participation by men than by women in the college and university adult education programs. Men participate most frequently between ages 21 and 30. Women also participate most frequently between ages 21 and 30 but sustain their participation into later years of adulthood more frequently than men.

Credit and non-credit programs for adults were conducted in 51 different communities in all regions of the state, not including individual correspondence study.

The traditional class method predominates, although significant variations in methodology are evident in non-credit programs.

Men significantly outnumber women as teachers of adults. The majority of teachers hold a Master's or higher degree, are over age 30 and are part-time teachers. Average salaries paid to teachers in general extension adult programs are considerably lower than average salaries paid to regular full-time faculty members.

The largest single source of financial support for adult programs is student tuition and fees. Student tuition and fees are the lowest in programs supported by federal funds.

Instructional materials and teaching aids are prepared primarily by local teaching staffs and are judged to be adequate by respondents. Mass media of communication is used mainly as supportive techniques rather than as primary instructional methods.

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Nicholas, Robert A., A STUDY OF CONTINUING EDUCATIONAL NEEDS OF SELECTED PROFESSIONAL GROUPS AND UNIVERSITY EXTENSION CONTRACT PROGRAMS IN WYOMING. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, June, 1966, 207 pages.

Purpose

To gather basic data concerning university continuing education programs for professions in the United States which were primary to the development of extension contract programs at the University of Wyoming.

Procedure

A review was made of pertinent literature, with a questionnaire for university administrations, and one for 46 members of professions.

Summary of Findings

Continuing education--is both an individual and group responsibility--in the professions. Continuing education programs have been accepted as an extension function of university and professional schools, and have gained ready acceptance by professional leaders. Professions have been partially dependent upon specialized services of the university, but there have been severe limitations to the effectiveness of extension programs as a means for continuing professional education in Wyoming and other states. Contract programs have been acceptable for continuing education, but it should involve all university resources. University responsibility extends to all citizens and regions of the state with specially designed activities needed to fulfill needs of professional groups. Single administrative units needed to coordinate and increase involvement of teachers in continuing education and administrators. Evaluation is responsibility of university and professional groups. Program involves flexible use of staff, faculities, and curriculum. Financing involves all levels; local to federal government.

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Robinson, Charles O., THE EDUCATIONAL AND EXPERIMENTAL BACKGROUNDS OF ADULT EDUCATORS IN THE MOUNTAIN-PLAINS REGION. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, August, 1961, 112 pages.

Purpose

To identify the experience backgrounds and formal course work of the professional adult educators in the Mountain-Plains Region and to compare these with desirable criteria of experience and course work posted by experts in the field of adult education.

Procedure

Interviews were held with 24 of the leading adult educators in the eight-state region, a questionnaire was presented to each professor and adult educator, criteria established which reflected the views of the leaders in the eight-state region, and reactions sought from a jury of experts in adult education regarding these criteria.

Summary of Findings

The following statements apply to adult educators in this survey. (1) There is no common experience background which is valuable; (2) experience in a particular field might be important to a particular educator; (3) experience of a certain kind may help gain competency in a particular field which is very important to his work; (4) a fairly common educational background is held by professional adult educators;

(5) courses in adult education have seemed relatively unimportant; (6) although a high value has not been placed on courses in adult education, they are quite eager to earn additional college credits in this field; (7) courses in practical and applied knowledge seem more important than theoretical courses; (8) most helpful areas of competencies are: (a) adult psychology; (b) group leadership; (c) teaching; (d) communication media; and, (e) public relations and promotional work; (9) provisions for in-service education and additional opportunities for study away from the job will be receiving more impetus in the future because of realization of the lack of specific courses which apply to the many duties of the professional adult educator; and, (10) orientation programs for new employees will receive more attention in future years.

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Christopher, Johnny L., CERTAIN ASPECTS OF THE TEACHER'S ROLE IN WYOMING JUNIOR COLLEGES WITH IMPLICATIONS FOR PROGRAM PLANNING AND IMPROVEMENT. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, June, 1966, 212 pages.

Purpose

To secure factual and background information concerning Wyoming's junior college teachers and to analyze their attitudes toward the understanding of their work.

Procedure

1. A review of the literature.

2. The selection of a panel of authorities and a review of their responses to an opinionnaire relating to desirable qualities to be found in junior college teachers.

3. A survey of Wyoming junior college teachers through a questionnaire.

Summary of Findings

Wyoming's junior college teachers: (1) about 80 per cent hold Master's degrees; (2) had variety of previous experience, with 64 per cent from secondary; (3) 24 per cent felt inadequate to cope with widespread aptitudes; (4) counseling handled by professional counselors; (5) 75 per cent felt adult education classes were part of their responsibility; but 20 per cent preferred not to teach any adult education classes. The majority of teachers felt that teaching adults was not enough different from their regular teaching assignments to warrant some course work relating to the teaching of adults; (6) felt very little responsibility for conducting research; (7) 82 per cent said they would welcome observations for improving instruction; and, (8) 25 per cent said they weren't sufficiently prepared for their present teaching assignments.

Shields, Ana M., THE CASPER COLLEGE WOMEN'S CHOIR WITH IMPLICATION FOR THE INITIAL ORGANIZATION AND CONTINUOUS FUNCTIONING OF COMMUNITY-CHORAL GROUPS. Unpublished Master's Thesis. Laramie: University of Wyoming, August, 1960, 98 pages.

Purpose

To analyze pertinent data regarding the Casper College Women's Choir with implications for organization and further development of other community-choral groups in Wyoming. To determine the extent of such groups functioning in Wyoming.

Procedure

Personal observation and analysis of collected data were used along with a questionnaire mailed to arbitrarily selected community-choral groups in Wyoming and follow-up personal interviews.

Summary of Findings

The existing state organizations, possibly the Wyoming Music Educators Association and/or Mountain-Plains Adult Education Association, take a more vital interest in community-choral organizations in the state of Wyoming, by promoting and encouraging development of additional groups.

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Hoffman, Ruth I., WHAT SHOULD BE THE CONTENT AND METHOD FOR A MATHEMATICS COURSE IN GENERAL EDUCATION FOR ADULTS. Unpublished Doctoral Dissertation. Denver: University of Denver, August, 1953, 197 pages.

Purpose

To organize a course for mathematics in general education to be used for adults in a community college program.

Procedure

The method of study includes review of related research, examination of current literature in the field, analysis of general mathematics textbooks, consultation with leaders in the field and review of other courses and methodology.

Summary of Findings

A 14-Unit course for mathematics in general education for adults was developed.

The course is planned for the current mathematical needs of adults as observed. It is based on general education objectives, is adaptable to meet the needs of any group, and emphasizes concepts and principles applicable in everyday living. Certain constant factors are identified which can be retained in modification of the course to meet various needs.

COOPERATIVE EXTENSION

Doyle, James H., RELATIONSHIPS OF UNDERGRADUATE AND GRADUATE ACHIEVEMENT, TENURE, AND AGE TO COLORADO MALE EXTENSION AGENT PERFORMANCE. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

What are the relationships between academic achievement, tenure and age, and Colorado male extension agent performance?

Procedure

To study this question, data on 73 extension agents were examined.

Summary of Findings

1. There were no significant relationships between undergraduate grade point average and agent performance.

2. Significant relationships did exist between graduate achievement and one category of performance, that of "Professional Improvement."

3. Significant relationships did exist between age and two categories of performance, those of "Knowledge of County or Area" and "Subject Matter."

4. Significant relationships did exist between tenure and six categories of performance, those of "Knowledge of County or Area," "Educational Methods," "Service Activities," "Individual Characteristics," "Subject Matter," and "Professional Improvement."

5. None of the measures of achievement, age or tenure were significantly related to total performance scores.

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Nicholls, James M., A STUDY OF THE 4-H LEADER-TRAINING NEEDS IN WYOMING AS IDENTIFIED BY LOCAL 4-H CLUB LEADERS. Unpublished Master's Thesis. Laramie: University of Wyoming, May, 1964, 206 pages.

Purpose

To determine if 4-H Club leaders in Wyoming are receiving necessary training and the amount and kind needed. Information gathered on leader's age, education, etc.

Procedure

A questionnaire was mailed to 410 4-H Club leaders. A letter explaining the study went to all county extension agents in Wyoming.

Summary of Findings

There is the greatest turnover of leaders in rural non-farm and urban areas. Educational level is high for leaders (average 12.6 years of school attendance). The major motivation is recognition of need for youth development, personal satisfaction, and a liking for children. The leader training methods most effective are: 4-H literature, help from experienced leaders, county 4-H Club events, training meetings or workshops, etc. At least three county and community leader-training meetings are necessary each year. Women attend more than men, and as tenure increases, the more meetings they attend. All of the leaders felt a need for somewhat the same type of training. Club leaders want an active part in planning the training in which they will be involved. Leaders generally feel a need for stronger leader-training programs, however, as tenure increased, the feeling of need for stronger leadership training programs decreased.

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Oller, Gladys H., A STUDY OF TRAINING PROGRAMS FOR BEGINNING COUNTY AGENTS IN NINE WESTERN STATES. Unpublished Master's Thesis. Madison: University of Wisconsin, June, 1957, 160 pages.

Purpose

To analyze training programs for county extension agents of nine western states whose responsibility includes that of county 4-H Club program development.

Procedure

Two parallel survey questionnaires were used. Extension directors and beginning county extension agents were contacted.

Summary of Findings

Less than 1/5 of 76 agents devote full time to 4-H. The rest were responsible for both adult and 4-H agricultural and/or home economics programs. State staff member reports show beginning agents have need for general information about relationships between staff members, adult work, etc. Most of them felt prepared in 4-H areas but not other related areas such as adult work. Staff is needed to do training. Agents need a good background in sociology, psychology, and humanities. Also, community structure and organization, methods of working with groups, and understanding of the developmental needs, and a knowledge of methods of teaching for the various age levels.

Schilt, Louis F., IN-SERVICE TRAINING FOR COUNTY EXTENSION STAFFS. Unpublished Master's Thesis. Fort Collins: Colorado State University, June, 1959, 145 pages.

Purpose

To investigate what should be included in an in-service training program for the home demonstration agents and county agricultural agents in the Wyoming Agricultural Extension Service.

Procedure

A questionnaire was sent to 85 members of the Wyoming Agricultural Extension Service.

Summary of Findings

Administrators and supervisors need to consider each staff member in planning in-service training functions.

Factors affecting in-service programs: (1) time offered; (2) how given; (3) who needs it; (4) responsibility; and, (5) cost.

Priority was given to the following as important for in-service training: preparing and presenting educational materials, advisory councils, evaluating programs, use of visual aids, use of mass media, program procedures, advisory committees, use of resource people, training adult leaders, how to conduct meetings, how to demonstrate, effective letters.

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McKinstry, Margaret V., GUIDELINES FOR TRAINING THE HOME AGENT INEXPERIENCED IN THE USE OF TELEVISION. Unpublished Master's Thesis. Michigan State University, 1964, 94 pages.

Purpose

To determine what guidelines can be followed to train a home agent to use television effectively.

Procedure

Television research findings were abstracted from findings pertinent to home agent training, and home agents experienced in the use of television were questioned in each state and Puerto Rico.

Summary of Findings

Television is an effective channel for teaching. Diffusion of research in home economics and related subjects is as easily accomplished by television as by extension's traditional teaching methods.

Television is a means to reach and teach dispersed adult populations. Television training should center around: (1) understanding the viewer or audience member; (2) building messages; (3) understanding technical aspects of television; (4) being aware of resources, reliable references, and current research; and, (5) establishing successful relationships with studio personnel.

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Halsted, Alice, IN-SERVICE TRAINING FOR WYOMING HOME DEMONSTRATION AGENTS. Unpublished Master's Thesis. Fort Collins: Colorado State University, June, 1962, 84 pages.

Purpose

To determine how in-service training of home demonstration agents in Wyoming can be conducted effectively.

Procedure

A questionnaire was sent to the 27 home economics extension workers in Wyoming.

Summary of Findings

Some items rated as important in training programs were: (1) preparing and presenting educational material; (2) consumer information; (3) effective use of local leaders; (4) how to conduct meetings; (5) developing visual aids; (6) use of mass media; (7) program planning; (8) training other adult leaders; (9) developing county extension programs; (10) effective letters; (11) evaluating programs; and, (12) home visits.

Training must be adapted to the needs of agents. Poor planning or uninteresting material will kill the program.

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Bradshaw, Blaine, FUNCTIONS AND RESPONSIBILITIES OF COOPERATIVE EXTENSION SERVICE SPECIALISTS IN SELECTED WESTERN STATES. Unpublished Master's Thesis. Laramie: University of Wyoming, May, 1962, 73 pages.

Purpose

To determine how the cooperative extension service subject-matter specialist functions in the western states, what responsibilities he accepts in program planning, and how he can be more effectively utilized in the extension program.

Procedure

A questionnaire was sent to all directors of the Cooperative Extension Service in 13 western states.

Summary of Findings

Twenty-one per cent of the specialists spend all of their time on adult programs, 58 per cent spend 3/4 time, and 12 per cent divide time equally between adult and 4-H programs.

Ninety per cent of the counties have some type of advisory group to assist in the determination of county program needs, as well as the kind of program required to satisfy these needs.

Forty-four and eight tenths per cent of the counties had advisory committees in each program area with an over-all coordinating committee to assure a well-rounded program.

Seventy-five per cent of the specialist assistance is of a direct nature and is the area in which the specialist supplies the most direct assistance and teaching.

Training responsibilities have been indicated as one of the most important of the specialist roles.

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Farnsworth, William F., A STUDY OF COUNTY EXTENSION AGENTS' PROGRAM PLANNING ROLE IN NORTH CAROLINA, OHIO AND VIRGINIA. Unpublished Doctoral Dissertation. Madison: University of Wisconsin, June, 1963, 260 pages.

Purpose

The major purpose of this study was to define and analyze county extension agents' perception of their program planning role.

Procedure

Based upon a review of literature, a functional model for the program planning process was developed. It was submitted to a panel of 49 national and state program authorities who appraised the phases and tasks in the model. Tasks having the support of at least 68 per cent of the panel were included. The perception of 588 North Carolina, Ohio and Virginia county agents concerning their role was obtained through an interview questionnaire.

Summary of Findings

Sixty-nine per cent of the panel members perceived each of the six program planning phases included in the model and the 62 tasks encompassed therein to comprise county agents' planning roles. More than 2/3 of the 588 agent respondents felt that the model described their planning role.

1. County agents perceived their role to include: (1) formulating and agreeing upon a state wide framework for extension program planning; (2) adapting the state program planning framework to the county; (3) organizing resources to plan the county program; (4) planning the county program; (5) developing the written county program; and, (6) developing the annual county extension plan of work.

2. County agents perceived their performance of the tasks to be below the level of importance assigned to them.

3. Agents in home economics education assessed greater importance to the six phases than agents in agricultural or youth (4-H Club) education.

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Horne, Ralph H., COUNTY COMMISSIONERS' AND COUNTY AGENTS' PERCEPTION OF THE UTAH STATE UNIVERSITY'S EXTENSION SERVICES. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

How do county commissioners and county extension agents differ in their perception of Utah State University's extension services with respect to extension's objectives, county agents' roles, selected program areas, and clientele groups?

Procedure

Questionnaires were mailed to 54 county commissioners and 34 extension agents to study aspects of this question.

Summary of Findings

1. Commissioners felt more importance should be given on direct help to those engaged in agricultural production and marketing and providing help and guidance in community improvement. Extension agents placed greater emphasis on youth work and the teaching of families how to better manage their resources. These differences, however, were not statistically significant.

2. Commissioners placed high priority on providing information on specific farm and home problems, while extension agents felt it more important to train local leaders who in turn could provide information to others.

3. Commissioners saw extension's clientele as "farm" over "non-farm" while agents placed more value on working with both "farm" and "non-farm" groups.

4. Overall, the commissioners valued the extension service, felt they had very good working relations with their agents, felt their agents were keeping up to date, and thought their agents could nearly always or usually help the average farmer with his problems.

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Kidd, David W., FARMERS' PERCEPTION OF THE EXTENSION SERVICE IN MANITOBA, CANADA. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

What is the farmers' knowledge and understanding of the attitude toward the extension service and the agricultural representative in Manitoba, Canada?

Procedure

A questionnaire, designed to answer the above question, was mailed to a sample of 175 farmers from five areas in Manitoba.

Summary of Findings

1. Attitudes toward the extension service were generally favorable: 71 per cent favorable; 18 per cent neutral; and, 11 per cent unfavorable.

2. The farmers' attitude toward the extension service were related to: (1) knowledge and understanding of; and, (2) level of involvement with extension.

3. The farmers tended to favor "educational" type work over "service." The most important clientele groups were average sized family farms and subsistence farms.

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Paktiawal, Akhtar M., THE ASPECTS OF YOUNG AND ADULT FARMER EDUCATION IN THE UNITED STATES WHICH MIGHT BE APPLIED IN AFGHANISTAN. Unpublished Master's Thesis. Laramie: University of Wyoming, June, 1961, 57 pages.

Purpose

To consider through a review of literature, the nature and aspects of young and adult farmer education in vocational agriculture in the United States for the purpose of applying them in Afghanistan.

Procedure

Information was obtained from a review of related references found in educational books, bulletins, magazines and pamphlets.

Summary of Findings

Adult and young farmers wanted: guidance for those best suited to non-farm occupations, achievement of a satisfactory social-civic environment, development of desirable personal qualities. Planning the program usually consisted of a democratically developed and orderly arranged list of problems, jobs and activities based on the needs and interests of the group. Plan should be functional, have long range objectives, and include special events during the year. An activities program seems essential in accomplishing objectives. Activities should include: discussion, demonstration, leadership, cooperative activities, recreational, and community service. Promoting can be done through: good teachers, community survey, advisory committee, personal contacts, obtain interest of school officials, publicity.

The same basic type of program used in the United States could be successfully applied in Afghanistan.

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United States Department of Agriculture Federal Extension Service, booklets and materials related to 4-H Club leaders, compiled and available at the University of Wyoming, 1967.

Purpose

To survey the materials available to 4-H Club leaders and extension agents concerning how to recruit, train, and hold good club leaders.

Procedure

A summary of the main points listed in numerous pamphlets, booklets, etc. was compiled.

Summary of Findings

1. As a group, older leaders (over 40) were the best overall.

2. Amount of self-confidence seems to have little to do with the leaders staying in 4-H.

3. First-year leaders have an unrealistic idea of their jobs.

4. Men leaders, especially, need training in teaching methods and conducting group work.

5. Good leaders usually have an above average income, have an education above the community average, and have farm background.

6. 4-H has about 50 per cent turnover of leaders each year.

7. Only about 45 per cent of all leaders attend training meetings.

8. To improve training techniques: (1) no one leader can be trained in all areas; (2) distinction needs to be drawn between volunteer and paid leaders; (3) plan programs for training leaders several years ahead; and, (4) set up situations which make better attendance possible.

9. Methods that should be used to find and hold volunteer leaders: (1) define type of leader needed; (2) know what to look for in a leader; (3) know where to find such leaders; and, (4) prepare aids and training programs.

10. To get more effective results from leaders: (1) leaders with several years experience are more successful than first year leaders; (2) adequately trained leaders stay longer than those who are not; and, (3) leaders who attend training meetings are more successful than those who don't.

11. Leader programs should include: (1) needs and interests; (2) objectives and philosophy; (3) activities and project work; (4) program development; (5) teaching procedures; (6) responsibilities and opportunities; and, (7) measurement and evaluation.

12. Leadership training is a continuous process.

13. Skills for one type of leadership will not automatically transfer to another type of leadership.

14. Steps in developing an agent/leader training program: (1) establish need; (2) determine objectives; (3) plan and develop content; (4) develop teaching procedures for the program content; (5) carry out program; (6) measure results; and, (7) plan for continuation of training.

15. Factors which involve attitudes, interests, and personalities have greater effect on leadership than do age, occupation, education, marital status, etc.

16. Leaders do have needs, and will attend training meetings if they feel some of these needs will be met by so doing.

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Adams, John S., LOCAL ORIENTATION AND READERSHIP OF A COUNTY EXTENSION NEWS MAGAZINE IN NEW YORK. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

Is the county agricultural news magazine a live and useful tool or is it read so little that it should be considered outmoded? Do locally oriented articles attract greater reader interest than articles originating outside the county?

Procedure

To answer these and other questions, a sample of extension members in Montgomery County were surveyed. In addition, 56 county agent editors were questioned.

Summary of Findings

1. Readers showed no preference for the locally oriented stories compared with the stories originating from non-local sources.

2. The county agent editors could not accurately predict the readership interest of the extension members.

3. Agents with five or more years of experience tended as a group to pick more local articles than less experienced agents, but both groups of agents varied considerably from the readers' choices.

4. The agent editors felt that the extension magazine was a valuable tool for their work.

PUBLIC SCHOOL ADULT EDUCATION

Gilligan, Thomas J. and Van Orman, William T., PLANNING A STATE ADULT EDUCATION PROGRAM IN COLORADO. Unpublished Doctoral Dissertation. Denver: University of Denver, December 1956, 508 pages.

Purpose

To determine the present and potential status of public school adult education programs and to outline organizational procedures that might be used in developing a state-wide program of public school adult education in Colorado.

Procedure

A questionnaire and opinionnaire were sent to all public school and junior college administrators and to selected lay leaders in Colorado.

Summary of Findings

The questionnaire survey revealed that the status of adult education programs in Colorado were modest in size and scope and that there was a wide and growing need for adult education programs sponsored by the public schools.

The opinionnaire survey revealed that the administrators and lay leaders were in general agreement concerning various aspects of adult education in Colorado and their beliefs were consistent with the findings of other studies.

It was determined that the potential for positive action was present to develop a state-wide program of adult education in Colorado.

(The study includes detailed recommendations for organizing a state-wide program of adult education in Colorado.)

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Freeland, Cline, ADULT EDUCATION--A UNIFYING FORCE. Unpublished Seminar paper. Laramie: University of Wyoming, 25 pages.

Purpose

To review adult education and its purposes in relation to a specific school reorganization problem.

Procedure

A review of literature was conducted as well as a diagnosis of practices carried on by specific school districts.

Summary of Findings

Adult education seems to take on added impetus during and immediately after a period of stress or emergency. The best program of organization seems to be that of having the community develop its own program. More interest should be created in political, economic, aesthetic and cultural phases of adult education. Sound financing is difficult to accomplish.

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Melonuk
~~Melonk~~, Mike, ORGANIZING A COMMUNITY WIDE YOUNG FARMERS PROGRAM AS A PHASE OF ADULT EDUCATION. Unpublished Master's Thesis. Laramie: University of Wyoming, June, 1950, 39 pages.

Purpose

To ascertain from existing programs and available literature the advantages and limitations of a Young Farmer Program and to find possible methods for organizing and conducting such a program on a community basis.

Procedure

The data contained were obtained from magazine articles, reports of special committees, and six years personal experience in teaching vocational agriculture and working with adult evening classes.

Summary of Findings

Education is not a static function; it must be continuous. The public is becoming aware that people must continue education throughout life if they are to remain educated. Individuals must make adjustments for meeting the social changes in the community. Young Farmer Education is a phase of adult education. The supporting public must be made aware of the problems and be given the opportunity to share in the formation of policies. Leadership is essential and can come from the community or from the outside; or it may be identified, inspired, and trained by the university through a teacher training program. It is important to extend to all the opportunity to join and to participate in planning and carrying out the aims of a program.

Waterman, Lawrence G., A SUGGESTED PROGRAM OF ADULT EDUCATION FOR SANTA FE, NEW MEXICO. Unpublished Master's Thesis. Albuquerque: Univeristy of New Mexico, June, 1952, 60 pages.

Purpose

To devise a workable program of adult education for the city of Santa Fe, New Mexico. The program was to take into account present conditions and assets of the community, as well as the prospects of success for the program. The study listed ways in which such a plan may contribute to the social, economic, and cultural well-being of the people of Santa Fe.

Procedure

The population used was representatives of the three cultural or ethnic groups of Santa Fe--the Indians, the Anglo-Americans, and the Hispano-Americans.

Instrument used was a questionnaire sent to 52 Santa Feans, asking them if they thought a program of adult education would be justifiable for Santa Fe.

Summary of Findings

The Superintendent of Schools, Santa Fe, New Mexico, should appoint a director of adult education plus an adult education council to plan, promote, organize, and supervise the Adult Education Program of Santa Fe, New Mexico.

Financing to be done by the Santa Fe school district in accordance with the State Educational Equalization Law (which forbids expenditures for adult education except out of cash balances), except for cost of materials to be paid by students.

Courses suggested in the adult program in Santa Fe were:

Adult Reading

Elementary Typewriting

Penmanship

Intermediate & Advances Typewriting

Practical Mathematics

Payroll Accounting

Elementary Bookkeeping

Arts and Crafts

Food Services

Child Training

Mother and Baby Care

Family and Marriage

Social Living

Wood Carving and Whittling,

Leather Craft

Photography

Folk Dancing

Basketball

Softball

Baseball

Fishing

Elementary Shorthand

Business Machines Operation

Distributive Education

Domestic Help

Auto Mechanics

Sewing

Correct English

Drafting

Welding

Techniques of a Good Waiter

Cabinet Making

Comptometery

Excursions

Cultural Recreation

Citizenship

Political Science

Driver Education

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Pehrson, Robert Blaine, A HISTORY OF ADULT EDUCATION IN THE SALT LAKE CITY SCHOOL DISTRICT. Unpublished Master's Thesis. Salt Lake City: University of Utah, June, 1965, 99 pages.

Purpose

The purpose of this study was to research the history and development of adult education in the Salt Lake City School District, to record the history, and to describe the board of education policies and administrative organization. The period covered, except for background material, was from 1906 to 1963.

Procedure

Materials were gathered and summarized from the University of Utah Library, records of the Salt Lake City and Utah State Boards of Education, and from personal interviews with selected professional educators who were knowledgeable in the field of adult education.

Summary of Findings

The early phase and development of the Salt Lake City program lasted from 1906 to 1937. The support received from the Federal Emergency Relief Administration gave substantial aid to the program. From 1937 to 1948, vocational training was a highly developed and a major part of the Evening School's offerings. Therefore, the transfer of the trades and industrial courses to the Salt Lake Area Vocational School in 1948 was a serious blow to the Evening School. The reduction of the Evening School's principalship to a part-time role in 1956 seriously limited the principal in developing programs. The broad and general policy of the board of education was considered by the writer to be no real policy. This lack of a real policy also limited the development of programs in the district.

The board of education minutes contained few references concerning adult education. Most of the decisions, therefore, were evidently left to the superintendent and subsequently, the principal of the Evening School.

There appeared to be a lack of acceptance of the responsibility of development of adult education, with the exception of the high school completion program, at the district level.

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Honeyman, Roger B., A STUDY OF THE GROWTH AND DEVELOPMENT OF ADULT EDUCATION IN THE STATE OF UTAH, WITH SPECIAL REFERENCE TO THE PROGRAM UNDER THE SUPERVISION OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION. Unpublished Master's Thesis. Provo: Brigham Young University, March, 1951, 125 pages.

Purpose

The purpose of this study is to indicate the growth and development of adult education in Utah, with special reference to the program under the supervision of the State Department of Public Instruction. An attempt was made to point out trends and tendencies of the program during the ten-year period, 1940-1949.

Procedure

Through a comprehensive review of the literature, the results of a questionnaire to which Utah's 40 local district superintendents responded, a survey of schools of education in the Intermountain Region, and consultation with authorities in the field of adult education, the author attempted to answer the following questions: (1) What is the history of adult education in Utah? (2) What are the agencies and activities of adult education in Utah? (3) Is there a need for trained personnel to administer adult education? (4) What training in the administration of adult education and training in teaching adult education classes is available? (5) What is the present status of adult education in Utah? (6) Are monetary allowances adequate for the development of programs of adult liberal education and adult vocational training to their maximum capacities? (7) How do monetary allowances in Utah compare with other states in this field:

Summary of Findings

Adult education in Utah is outgrowing the facilities and monetary allowances made for it; there is not enough trained personnel to administer the program effectively.

Interest in adult education in Utah is evident in the steady growth of enrollment.

Ninety-seven per cent of the superintendents of local school districts in Utah believe that adult education should be an integral part of the public school program.

There should be an organized State Department of Adult Education similar in structure to the existing state department of elementary and secondary education.

General adult education should receive equal emphasis in both administration and expenditures with the adult vocational programs.

Universities and colleges in Utah should offer specific courses in adult educational administration.

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Beckman, A. Darrel, THE DEVELOPMENT OF PUBLIC SCHOOL ADULT EDUCATION AS A STATE FUNCTION WITH SPECIAL REFERENCE TO WYOMING. Unpublished Master's Thesis. Laramie: University of Wyoming, August, 1957, 39 pages.

Purpose

To determine the role of the state in the gowth of adult education with special reference to Wyoming.

Procedure

An attempt is made to define "public school adult education." A historical review is made of important contributions, and a philosophy is proposed.

Summary of Findings

State legislation has two major divisions: (1) permissive legislation; and, (2) foundation for state financial support.

All states have university or adult schools, but expenditures of public funds for adult education varies greatly. Most states authorize use of school buildings by public, most schools have the authority to establish recreational programs, all states match federal funds for vocational education, and all states provide for education of veterans. States should provide specific financial aid for adult education, and federal money is desirable if not mandatory. Minimums of two to three per cent of the total expenditure for elementary and secondary education should be available for adult education. Many states require no qualifications for adult educators. Wyoming--local effort may not exceed two and one-half mills of taxable valuation of the district. State support usually improves further local effort. Adult education specialists at the state level are basic with state support--adult education induces better support for the entire education effort. Adult education is specifically excluded from the foundation program of financing education in Wyoming.

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Beckman, A. Darrel, THE ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOL ADULT EDUCATION IN THE LOCAL SCHOOL DISTRICT. Unpublished Master's Thesis. Laramie: University of Wyoming, August, 1957, 47 pages.

Purpose

To establish parts of the patent responsibility of the local school district as a contributing agency to the education of adults and out-of-school youth.

Procedure

A review of the literature with suggestions for local initiation.

Summary of Findings

The year ending June 30, 1953, public schools spent just over $79,000,000 on adult education, involving 3 million adults. Support was: veteran administration, aid to vocational effort, fee or tuition payments, district or local tax funds, state aid for general adult education.
At local levels, approximately .0037 per cent of the total public school expenditures of 5.9 billion in 1953 for adult education. Wyoming makes no allocation of state funds for adult education other than matching funds in Smith-Hughes and George-Barden Acts for vocational education. Schools whose principle source of support was state funds of adult education had much greater enrollment, i.e. 10 states with considerable aid has 4.6 per cent of adult population enrolled while 38 states with little or no aid has 1.6 per cent of adult population enrolled.

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Crandall, Charles C., A STUDY OF EDUCATIONAL OPPORTUNITIES AND SCHOOL DISTRICT ORGANIZATION IN ALBANY, CARBON, LARAMIE, AND SWEETWATER COUNTIES OF WYOMING. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, June, 1966, 243 pages.

Purpose

To analyze the adult opportunities, through certain objective methods, in the school districts of Albany, Carbon, Laramie, and Sweetwater Counties in Wyoming.

Procedure

The normative survey method of research was used--a previously used and now revised set of criteria for evaluating the efficiency and adequacy of the administrative--units were employed. Questionnaires were sent to administrative heads of the school districts, and reports received from county superintendents. Interviews conducted with school superintendents, county superintendents, and county treasurers.

Summary of Findings

Curricula of the county schools tended to be deficient in these general areas: adult evening classes, art, music, nursing services, classes for the gifted and others of a very similar nature. None of the counties included in the study areas were organized into satisfactory school administration units, according to the criteria. Small districts had excessive costs in all areas of operation.

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Schrader, Robert Galt, A STUDY OF SCHOOL DISTRICT ORGANIZATION AND EDUCATIONAL OPPORTUNITY IN LINCOLN, PARK, SUBLETTE, TETON, AND UINTA COUNTIES OF WYOMING. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, August, 1965, 390 pages.

Purpose

This study was done to establish standards for the planning and executing of an organized and unbiased program of school district reorganization in Lincoln, Park, Sublette, Teton, and Uinta Counties of Wyoming.

Prodecure

The normative survey method of research was used. A previously used and now revised set of criteria for evaluating the efficiency and adequacy of administrative units was used. Interviewed at length were the Fiscal Agent of the State Department of Education and several county superintendents of schools. Data sent to the State Department of Education by the county superintendents of schools were analyzed.

Summary of Findings

None of the counties included had satisfactory school administration units. Great inequalities of financial support were noted. A paucity of educational opportunities was evident. Specific deficiencies were adult evening classes, homemaking, practical arts, foreign languages, music opportunities and others of a very similar nature. Many students in small and inadequate school administrative units were being educationally deprived.

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Webb, Harold Vernon, COMMUNITY POWER STRUCTURE RELATED TO SCHOOL ADMINISTRATION. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, 1956, 92 pages.

Purpose

To devise a method which the practicing school administrator could use to study the community and to identify community leaders or opinion makers.

Procedure

Three communities were selected, and the names changed. Personal interviews were conducted.

Summary of Findings

1. Over-all population of a community has ceded, by default, its control to a few persons. The general public has relinquished its control through lack of interest and lack of participation.

2. School administrators in the communities studied cannot be cited for their perspicuity in recognizing the power structure of the community.

3. Interviews with selected informants and the general public revealed that people were, in general, concerned about the problems of their school and community.

4. The persons who make up the group having the greatest influence on decisions involving community matters are not necessarily the ones selected by the general population.

5. If the superintendent of schools is to become a community leader, his effectiveness is definitely curtailed by a lack of knowledge and skill in locating and dealing with members of the power group.

Bennet, Patricia J., AN INTENSIVE STUDY OF THE DROP-OUTS AND POTENTIAL DROP-OUTS INCLUDED IN THE 1963 LARAMIE PUBLIC SCHOOL PROJECT SPONSORED BY THE UNITED STATES OFFICE OF EDUCATION. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, August, 1965, 167 pages.

Purpose

To locate individuals identified in 1963 and determine their current status. To obtain specific school-related topics and responses of survey items. To examine school records for information that may contribute to their decision to stay in or drop out of school. To obtain information from counselors relative to their work with each of the students.

Procedure

Data of the project were composed from three major sources: (1) school records; (2) personal interview, including responses to the student survey items; and, (3) counselor information obtained through the use of a rating scale.

Summary of Findings

The drop-out group was composed of 54.8 per cent girls and 43.6 per cent boys. The most frequent age for leaving was 18 and the grade was 12. About 1/3 were over-age for their grade at the time of the drop. Since leaving, 40 per cent were unemployed. Fifty-four and eight tenths per cent of the drop-outs were married while 94.2 per cent of the continuing students were single. Twenty-six and three tenths of the drop-outs were from bilingual homes, and more were from families with neither parent working. Drop-outs did not differ significantly in terms of the test data on scholastic ability. The percentage of students with measured ability above 110 IQ was equalled by those below 80 IQ. A higher percentage of continuing students had received some form of special curricular adjustment than had the drop-outs. The most frequent response to things disliked was teacher behavior. Generally, the married participants seemed to desire a greater acceptance by teachers and provisions for the completion of their education. The confidence the continuing students held for the future was contrasted with at least a somewhat worried outlook amoung most of the drop-outs.

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Durfey, R. Cline, A HANDBOOK FOR DIRECTORS OF ADULT EDUCATION IN THE STATE OF UTAH. Unpublished Field Project. Provo: Brigham Young University, May, 1963, 189 pages.

Purpose

The problem of this study was to develop a handbook for directors of adult education in the State of Utah.

Procedure

A survey was made of periodicals, texts, documents and adult education handbooks for information pertinent to the subject. Numerous handbooks on adult education were received from State Departments throughout the United States and Territories. This material was organized and synthesized to obtain the basic criteria for the contents of the handbook. Particular emphasis was placed upon information which could be applied to the state of Utah.

Summary of Findings

This study pointed out that job opportunities for unskilled workers are declining and individuals in the labor force find it necessary to equip themselves with tools of basic education plus specialized training. It was concluded that labor-saving devices and shorter work weeks have made hours available for leisure-time pursuits.

It was concluded that:

1. The proposed handbook will be adapted and changed and altered as it is tested in the field. The handbook was, therefore, organized and bound in such a manner as to be easily changed or adjusted.

2. Adult education programs will be expanded into all the school districts in the state of Utah and that the handbook would help directors implement the program.

3. Many adult education programs in the state of Utah have developed directly or indirectly from the stimulus provided by the Federal Vocational Education Acts.

4. Schools supported largely by state aid for adult education enroll a much higher proportion of the adults in their school districts than do schools supported primarily from other sources.

5. The state of Utah cannot advance economically faster than it advances educationally. This is a period of transition during which educators have responsibility for the future.

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Hershey, Edna Jean, THE DEVELOPMENT OF EVALUATIVE GUIDES FOR USE IN ADULT AND VOCATIONAL EDUCATION PROGRAM. Unpublished Doctoral Dissertation. Denver: May, 1954, 261 pages.

Purpose

To develop techniques for evaluating and improving selected phases of the instructional program of the Emily Griffith Opportunity School, the Adult and Vocational Division of the Denver Public Schools.

Procedure

Investigative procedures included comprehensive review of related research and literature in the field, detailed analysis of evaluation instruments in current use throughout the United States and preparation, application and revision of 11 Basic Requirements Evaluation Guides.

Summary of Findings

Application of the evaluative guides was found to be a suitable technique for evaluating selected phases of the instructional program at the Emily Griffith Opportunity School.

Application of the guides to 23 nation-wide pilot programs suggests their suitability for use by other adult and vocational schools.

Other suggested suitable uses of the guides include pre-program planning, pre-service training of teachers, school plant planning, and discussion topics for advisory committee meetings.

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Colorado Commission on Higher Education, STRENGTHENING HIGHER EDUCATION IN COLORADO. Project No. HE:PS-66.1. Denver: November, 1966, 74 pages.

Purpose

A proposal for the administration of present colleges and plans for the establishment and implementation of new community colleges in the state of Colorado.

Procedure

The Commission on Higher Education was charged by the Governor to draft a proposal for the strengthening of higher education in Colorado. The Commission staff under the chairmanship of Mr. Shelby F. Harper, completed the proposal in November, 1966.

Summary of Findings

The proposal provides statistical and financial information, plans for regular and technical community colleges, the status and needs for community college and adult education, and the goals and objectives of this provisional proposal.

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Colorado Department of Education, RESUME'--COLORADO PUBLIC SCHOOL ADULT EDUCATION 1965 - 1966. Denver: April, 1966, 1 page.

Purpose

To illustrate the total number of classes, total number of class hours, and total number of students who have completed programs in adult education sponsored by local public school districts and community colleges.

Procedure

The staff of the adult education section of the Colorado Department of Education developed an instrument for reporting of adult education activities by local school districts. This instrument is section 2 of the Finance and Statistics Form 128, Annual Report of Pupil Attendance and Related Information.

Summary of Findings

The information compiled from Form 128 provides figures which indicated that over 1,300 classes were held in public school adult education, that over 90,000 class hours were engaged in by over 79,000 individuals in adult education programs.

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The Colorado State Department of Education printed and mimeographed publications describing programs for basic adult education, Civil Defense, and the migrant and may be obtained upon request from the State Department of Education, Capitol Building, Denver, Colorado. The following is a brief summary of these publications:

CIVIL DEFENSE ADULT EDUCATION PROGRAM. Denver: December, 1965, 11 pages.

The publication lists: (1) objectives and purposes; (2) details of the Civil Defense Adult Education programs; (3) outlines personal and

and family survival; and, (4) considerations for local superintendents or adult education Directors.

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PROGRAM IN WORD ANALYSIS, Third Edition. Denver: December, 1963, 42 pages.

The manual describes the basic principles and the means of putting word analysis skills into practice. The book may serve as effective guidelines in the evaluation of available materials.

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GUIDE TO ORGANIZATION AND ADMINISTRATION OF MIGRANT EDUCATION PROGRAMS. Alamosa: July 27, 1962, 25 pages.

To point out the educational needs of the migrant worker and to give some background of migrancy problems. Although broader in scope than a guide concerned only with conditions in Colorado, this booklet should be helpful to everyone concerned with the problems of this critically disadvantaged minority.

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THE EMOTIONAL BASES OF LEARNING. Denver: 1958, 18 pages.

A brief discussion of the emotional bases of learning. It explores the possible explanations for failures and provides reading which should stimulate the teacher to try new techniques.

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COLORADO STATE PLAN FOR ADULT BASIC EDUCATION. Denver: March, 1965, 45 pages.

The Guide provides for procedures for implementing and financing adult basic education.

HIGH INTEREST LOW VOCABULARY BOOKS. Denver: 1965, 45 pages.

The purpose of this publication is to provide a current listing of high interest, low vocabulary texts. The list includes 2,129 titles.

The publication indicates the book vocabulary level by grade, the student interest level by grade, and lists the author, title, and publisher.

ADULT LEARNING

Schmidt, Victoria, THE PERMANENCE OF IMPROVEMENT IN ADULT READING.
Unpublished Doctoral Dissertation. Boulder: University of Colorado, June, 1952, 171 pages.

Purpose

To determine the degree and permanence, if any, of improvement in reading by mature adults.

Procedure

Two experimental groups of adults, utilizing different instructional methods and equipment ("Book" and "Machine"), were compared with each other and with a control group at the end of the course and four months later.

Summary of Findings

Both experimental groups made significant gains in speed of reading during the course and continued to gain after the course was over. There was no significant difference between the gains in reading of the experimental groups. The control group did not make a significant gain in speed of reading.

Both experimental groups made significant gains in vocabulary during the course, followed by losses which were not significant from the end of the course to the retest. There were no significant differences in vocabulary gain between the experimental groups. The control group showed a significant loss in vocabulary.

Both experimental groups had a significant loss in comprehension during the course, followed by a significant gain. The net gain in comprehension by the "Machine" groups was significantly greater than that of the "Book" group. The control group showed a loss in comprehension, but it was not a significant loss.

Changes in reading attitudes for both experimental groups were toward freer, easier reading, with greater understanding.

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Hadlock, Alton P., A STUDY OF THE DEVELOPMENT OF CRITICAL THINKING THROUGH ADULT DISCUSSION GROUPS. Unpublished Doctoral Dissertation. Berkley: University of California, April, 1958.

Purpose

The purpose of this study was to determine whether adults actually show an increase in ability to think critically after participating in a discussion program as prepared by the American Foundation for Political Science.

Procedure

Four hundred eight adults were studied who were participating in a discussion program entitled "American Foreign Policy." Each was given a battery of tests before the program began and again after the program was completed six months later. The tests which were given were: (1) the Test of Critical Thinking developed by the Comparative Study of Evaluation in General Education; (2) the Comparative English Test; reading: level of comprehension and vocabulary; and, (3) Sanford and Older's Short Authoritarian Scale. The following independent variables were also considered: (1) the educational background of each participant; (2) the occupation of each participant; (3) the reading ability of each participant (comprehension and vocabulary); and, (4) the degree of authoritarian of each participant.

Summary of Findings

The results of the experiment indicated the following:

1. There was no significant difference between those who scored either authoritarian or non-authoritarian behavior.

2. Those individuals who scored in the top 75th percentile in the vocabulary scale made a significant increase in ability to think critically. However, those individuals who scored less than the 75th percentile in the vocabulary test did not make a significant increase in their ability to think critically.

3. An increase in vocabulary was shown to take place, but this increase was not significant in those whose original score was above the 75th percentile but was significant for those below the 75th percentile.

4. There was no significant change in reading comprehension.

5. There was a significant change in the average ability to think critically.

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Powell, Oscar Ray, A STUDY OF PEER EVALUATION IN AN ADULT GROUP LEARNING SITUATION. Unpublished Doctoral Dissertation. Denver: University of Denver, June, 1954, 135 pages.

Purpose

To examine some of the relationships between peer evaluation of graduate students and other methods of appraising the outcomes of the educative process and to test the validity of techniques used in peer evaluation.

Procedure

The population studied was 213 students attending Denver University. Experimental and control groups were compared.

Summary of Findings

Best results are obtained by using brief and simple forms to evaluate one's peers, supplemented with written instructions.

Individual profiles of peer ratings are useful in helping students realize their weak and strong points and in analyzing group behavior as it relates to evaluation.

Groups often rate individuals in terms of the "halo" effect rather than the basis of strong and weak points.

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Davis, Helen Boyersmith, CHARACTERISTICS OF CREATIVE WORK BY ADULTS IN THE VISUAL ARTS. Unpublished Doctoral Dissertation. Denver: University of Denver, August, 1961, 160 pages.

Purpose

To identify characteristics of the creative work by adults in the visual arts done as a vocational activity. .

Procedure

Thirty-four art products created by participants in the Army Arts and Crafts Program at the Fitzsimons Army Hospital, Denver, Colorado, were analyzed by a jury of five art educators. Uniform check lists of characteristics were used.

Summary of Findings

Common characteristics identified included:

1. Use of materials adaptable to the creation of utilitarian products, easily manipulated, stable and currently popular in decoration or personal attire.

2. Use of conservative colors in mosaics and pure color in painting.

3. Use of designs derived from nature.

4. Similarity to prevailing dimensional style of commercial, utilitarian objects.

5. Imaginative, interesting and sensitive content in handbuilt ceramics.

6. Creative, distinctive personal expression in jewelry and sculpture.

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Pipho, Christian C., THE GENERAL EDUCATIONAL DEVELOPMENT (GED) HIGH SCHOOL EQUIVALENCY CERTIFICATE PROGRAM IN COLORADO. Unpublished Doctoral Dissertation. Greeley: Colorado State College, 1965, 135 pages.

Purpose

To conduct a formal evaluation of the GED High School Equivalency Certificate Program in Colorado.

Procedure

A statistical comparison of 483 persons taking the GED test battery, a follow-up survey of 369 persons who received an equivalency certificate and a survey of success experienced by 448 certificate holders in jobs and in college study.

Summary of Findings

The average age of men passing GED tests was approximately 26 years, and the average age of women was approximately 32 years.

Colorado residents use equivalency certificates primarily for job purposes and perform as well as high school graduates in these jobs.

Approximately 20 per cent of certificate holders who enrolled in Colorado colleges were able to graduate.

(The study also includes recommendations for improvement of the GED certificate program in Colorado.)

Rau, Gilbert G., A REPORT OF A GROUP SELF-STUDY PROGRAM WITH HARD-OF-HEARING ADULTS. Unpublished Doctoral Dissertation. Denver: University of Denver, August, 1949, 112 pages.

Purpose

To formulate, conduct and evaluate a group discussion program for hard-of-hearing adults.

Procedure

Methodology was determined, program was offered for all interested hard-of-hearing adults in the Denver area and program evaluation was conducted.

Summary of Findings

Participants gained knowledge, understanding and help from the discussions on hearing problems.

Participants gained a greater understanding and appreciation of the objectives and functions of the Denver Hearing Society.

Participants energized the membership of a community organization which carried over into direct action promoting the work of the Society.

(Educational implications were noted for other hard-of-hearing groups, for other physically handicapped groups, for adult education in general, and for the domocratic process as a whole.)

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Siemens, Rodney, EFFECTS OF PARTICIPATION IN A TELEVISION COURSE IN FARM ACCOUNTING. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

What were the effects of active participation in a televison short course given in farm accounting in Manitoba, Canada?

Procedure

A sample of farmers who had participated in a television correspondence course completed a mailed questionnaire. Farmers who had purchased the material, but did not take the course, were also studied. Comparisons were made between the two groups.

Summary of Findings

1. Farmers who participated in the television course learned more than the farmers who only purchased the material.

2. Participants adopted more new farm management practices than non-participants.

3. There was a significant positive relationship between the farmers' adoption of farm management practices and the farmers' rating of the television course.

4. Farmers who had previously not been active in keeping farm records adopted more new practices than those who had been keeping a fairly good set of farm records.

5. Farmers who indicated that they operated general-type farms took a more active role in the course than did the specialized farmers.

6. There was an indication that the attitude, ability, and assistance of the wife were important factors in determining the degree to which farm records were kept on the farm.

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Tyler, Horace Simeon, EFFECTIVENESS OF MASS MEDIA IN DIFFUSING LARIMER COUNTY EXTENSION INFORMATION. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

Can newspaper stories and radio programs about a local news event carry additional information which will lead to an increase in local people's awareness and understanding of the programs and organization of an educational institution?

Procedure

The news event was the opening of a branch office of the County Extension Service in Loveland, Colorado. To the news stories about the opening of the branch office was attached additional information about Extension educational programs and the organization of the Extension Service.

Summary of Findings

1. The principal bit of information conveyed during the mass media campaign was the fact that the Extension Service had opened a branch office in Loveland.

2. The amount of additional information conveyed via the news stories and radio programs remained a doubtful quantity.

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Peterson, Raymond E., EFFECTS OF A PUBLIC FINANCE DISCUSSION PROGRAM ON PARTICIPANT UNDERSTANDING AND ATTITUDE. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

What are the effects of the "Taxes, People, Plains" discussion program of the participants' understanding of an attitude toward public finance?

Procedure

Participants in three Colorado counties received pre-test and post-test questionnaires on the content of the discussion program.

Summary of Findings

1. The "Taxes, People, Plains" discussion program significantly increased the participants' knowledge and understanding of public finance.

2. There was practically no change in the attitude of the participants toward public finance.

3. The more educated participants knew more about the public finance. These participants were also younger.

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Whittemore, Robert G. and Echeverria, Ben P. and Griffin, John V., "Can We Use Existing Tests for Adult Basic Education," ADULT EDUCATION, Vol. XVII. University of Nevada, Autumn, 1966.

Purpose

To examine on the basis of correlational study and statistical inference, the utility of certain existing testing instruments as applied to MDTA Basic Education classes. Specifically, answers were sought to the following:

1. What methods of measurement are most efficient in measuring the improvement in social functioning as a result of basic educational training?

2. Finding the most effective way of measuring the reading and computational levels of such trainees.

3. Compiling a standardized system of testing for the trainees that could be used by teachers and counselors to improve their understanding of such trainees, thereby enabling them to teach such trainees more effectively.

Procedure

Two groups of MDTA Adult Basic Education trainees (N=87) in Las Vegas, Nevada, and three groups of MDTA Adult Basic Education trainees (N=39) from Reno, Nevada, were tested with four intelligence tests, one achievement test, one aptitude test, one interest test, one personality test, and one reading test. Correlations were then worked between a number of variables.

Summary of Findings

1. Significant changes did take place as a result of the learning experience offered the trainees in basic education.

2. Certain instruments were found to be useful in placement and in evaluation of progress.

3. Others were found to be of no value for these groups.

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Guilas, Jose C., A COMPARATIVE STUDY OF THE ADULT EDUCATION MOVEMENT IN ENGLAND, GERMANY, CANADA AND THE PHILIPPINES. Unpublished Term Paper. Laramie: University of Wyoming, January, 1960, 41 pages.

Purpose

To comparatively study the adult education movement in England, Germany, Canada, and the Philippines.

Procedure

A review of the literature was conducted, along with materials received from the Philippines.

Summary of Findings

The principal findings were:

1. Governments need to supply more adequate funds.

2. Private agencies should become involved more actively.

3. Adult education and community improvement should go together.

4. Goals, objectives and philosophy should be broader.

5. Administrative procedures should be revived to avoid overlapping and duplication of effort.

6. Courses should depend on needs, interests and demands of students.

7. All facilities of schools, universities, industry, etc. should be available for use.

8. Well qualified teachers were needed.

9. All adults and out of school youth should be admitted.

10. Methods used in educating must vary.

11. Evaluation should be undertaken at least every five years.

CLIENTELE: NEEDS, INTERESTS AND OTHER CHARACTERISTICS

Pace, Lois W., WOMEN'S NEEDS IN CONTINUING EDUCATION. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

How do women's felt needs for educational opportunities relate to certain personal characteristics?

Procedure

A random sample of the adult female population in Livingston County, Missouri, was used for this study. Inquiry was made by questionnaire.

Summary of Findings

1. A significant relationship was found between level of education and women's felt needs for educational opportunities.

2. No significant relationships were apparent with regard to stage in the family life cycle or employment outside the home.

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Evans, Ross A., FELT NEEDS OF FARMERS AS RELATED TO THEIR SOCIO-ECONOMIC LEVEL. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

How are farmers' felt needs related to the socio-economic structure in which they live?

Procedure

To examine this question, a sample of the farming population of three municipalities in the Province of Saskatchewan, Canada, received questionnaires.

Summary of Findings

1. There was a significant correlation between the farmers' socio-economic level and their involvement in community affairs; and, between their socio-economic level and their goals.

2. Felt needs of farmers for extension programs related to farm business management, for extension programs related to production techniques, for educational opportunities for family, and for cultural opportunities in the higher socio-economic group were significantly greater than those in the low socio-economic group.

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Smith, Helen K., A STUDY OF THE PLACE OF THE OLDER ADULTS IN THE METHODIST CHURCHES OF NEBRASKA. Unpublished Master's Thesis. Laramie: University of Wyoming, August, 1962, 73 pages.

Purpose

To study the needs of older adults and to determine what is being done for and by these older people.

Procedure

The literature was surveyed and two questionnaires drawn up. One was sent to all Methodist ministers in Nebraska, and 1510 others went to older adults.

Summary of Findings

About 16 per cent of the 130,902 Methodists in Nebraska are older adults. Fifty-three per cent of the older adults are in the 65 to 74 year age bracket. Greatest concerns were health, finances and loneliness. They felt older persons should be a contributing part of community life. Ministers said companionship was greatest unmet need for older persons. The second greatest need was to be useful, to be needed, and to help. Consideration should be given to buildings that provide for physical limitations of adults. School officials and local boards need to make provisions for continuing education. Older adults need to be educated for their new role in life. The survey indicates there are many services older adults would like to render for the community.

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Ruthemeyer, Robert J., A BASE LINE SURVEY OF ELDERLY NON-INSTITUTIONALIZED PERSONS IN WYOMING. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, January, 1966, 188 pages.

Purpose

To ascertain the situational characteristics of Wyoming individuals past their 65th birthday. The characteristics studied were leisure activities, employment, housing, income, education, health, personal adjustment, and religion.

Procedure

A survey instrument was developed and administered to 108 individuals 65 years of age or older. Sampling design involved stratification of counties based on the 1960 Wyoming population of persons 65 or older. The survey data was collected by personal interview.

Summary of Findings

The characteristics of the population 65 years and older in Wyoming may be summarized as follows: (1) reading, watching television and listening to the radio were the principal form of leisure activity; (2) the majority had adequate housing; (3) on the average, incomes were greater than those of elderly persons in other states; (4) those who rated their health good had higher level of mental intelligence than those who rated their health poor. As age increased, citizens were more likely to rate health poor. Citizens with health problems had poorer adjustment in old age. (5) those with more formal education generally had greater incomes; (6) citizens with high mental intelligence were more likely to have desirable adjustment in old age. Citizens who received Old Age Assistance more poorly adjusted than those earning a portion of their income. (7) those attending church regularly were better adjusted than those attending irregularly; and, (8) data suggested a strong relationship between adjustment in old age and adult activities assumed to provide opportunities for purposeful learning.

Recommendations growing out of the study were: (1) reading materials should be more readily available through mobile libraries and churches; (2) employers and public schools should promote pre-retirement and retirement information; (3) organizations should utilize hobbies and talents of senior citizens; (4) schools should emphasize the normality of the aging process and wise use of leisure time; and, (5) school programs should develop interest in individual and small group sports.

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Delloff, Murray, A FOLLOW-UP STUDY OF THE SCHOOL-LEAVERS OF THE CODY, WYOMING, HIGH SCHOOL FOR THE YEARS 1941 - 1950. Unpublished Master's Thesis. Laramie: University of Wyoming, August, 1951, 85 pages.

Purpose

To collect data from graduates and drop-outs of the Cody, Wyoming, High School relative to their adjustments since leaving school. The two areas emphasized are employment and educational experiences since leaving high school.

Procedure

A questionnaire was sent to 404 graduates and drop-outs. Fifty-three and two tenths per cent were returned.

Summary of Findings

Almost 69 per cent were still in Wyoming. Almost 64 per cent of all answering reported training at various institutions of higher learning. Industrial Arts and Vocational Guidance were asked most for inclusion in high school, and evening adult classes were suggested by many as a way in which Cody schools could help them. School leavers also asked for better and more readily available library facilities.

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Nightwine, William H., AN EXAMINATION OF ATTITUDES TOWARD GROUP LEADERSHIP BEHAVIOR AMONG AID TO DEPENDENT CHILDREN WOMEN. Unpublished Master's Thesis. Laramie: University of Wyoming, June, 1966, 23 pages.

Purpose

To gain insight into leadership behavior among women on welfare rolls, and to determine the extent of learned leadership behavior within this group.

Procedure

Parallel group method was used with particular emphasis on the interview technique. The experimental group was the one with women on aid to dependent children, and control group was women in the same [illegible] age range and from the same geographic area, but not on ADC.

Summary of Findings

No significant difference was found in the attitude toward group leadership behavior between the two groups of women. Both groups showed about equal capacity for group leadership. Neither group had a greater chance than the other to participate in group interactions no matter what the economic and social circumstances of their members.

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Davis, Thomas S., A STUDY OF WYOMING PEOPLE. Laramie: University of Wyoming, Division of Business and [illegible] Demographic Series No. 1, 1965, 38 pages.

Purpose

To probe beneath gains and losses in population and attempt to find the less apparent fluctuations within Wyoming's economic and social structure.

Procedure

Studies were made in the state's population and movements, employment, labor force and housing characteristics.

Summary of Findings

The largest gain of persons was in age groups under 19 and over 45.

The total personal income and per capita income have lagged behind the growth rate achieved by the United States--14,000 persons, 16 per cent of the total 1960 civilian labor force, were forced to change jobs (or occupations) because of decreased utilization of labor in some sections. The unemployment rate rose from 4.3 per cent in 1950 to 5.1 per cent in 1960 although the labor force increased at about the same rate as population.

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Allbritten, Leo T., EDUCATIONAL PLANS OF WORLD WAR II VETERANS. Unpublished Doctoral Dissertation. Greeley: Colorado State College of Education, 1946, 51 pages.

Purpose

To study the educational plans of World War II veterans classified according to age, marital status, previous education, Army General Classification Test Scores, length of military service and previous civilian occupation.

Procedure

The population used was 1,000 enlisted men separated from the Army during the months of June, July, August and September of 1945.

Summary of Findings

The median age for all men included in the study was 28.14 years.

The median number of years of school completed was 10.6 with slightly more than 40 per cent high school graduates.

The number indicating plans to enroll in some kind of school was more than twice as great as the number enrolled in school immediately prior to military service.

Nearly 16 per cent planned further education, with 7 per cent planning to enroll in college, 8 per cent planning to enroll in vocational training and less than 1 per cent planning to attend high school.

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Barron, Howard H., A STUDY OF ADULT EDUCATIONAL INTERESTS AND PROGRAMS
IN SALT LAKE COUNTY. Unpublished Doctoral Dissertation.
Salt Lake City: University of Utah, August, 1953, 230 pages.

Purpose

It was the purpose of this study to determine the adult education interests of selected adults residing in Salt Lake County; to describe some of the general characteristics of the respondents; to determine their affiliations with organizations providing adult education services; to describe some of the characteristics and practices of the organizations and their programs; to determine the approximate number of adults enrolled or participating in adult education programs; and to recommend a program of adult education for Salt Lake County.

Procedure

The data for this study were secured by means of two questionnaires: (1) one thousand questionnaires were mailed to selected lay adult residents of Salt Lake County of which 387 usable forms were returned; (2) a second questionnaire was distributed to 61 organizations having formal or informal adult education programs. The data tabulated from this latter check list were secured chiefly by means of personal interviews with the president, secretary, or some other representative of the organizations.

Summary of Findings

The findings of this study indicated that an adult education program must take into account that women and men do not have the same interests in adult education. However, where their responsibilities were similar, their interests were quite similar.

The women were considerably more interested in adult education courses than were the men. The women gave 20 courses higher interest indexes than the men's highest interest index.

The courses of greatest interest to the respondents were not necessarily the courses in which there was the greatest participation. However, of the 40 courses in which there was greatest interest, 17 or 42.5 per cent were also included among the 40 courses having the greatest participation.

The small number of adults participating in adult education activities offered by the formal and informal programs of the various organizations indicated that these programs were not satisfying all the interests of the adult population in Salt Lake County.

A large number of respondents were not aware of the organizations sponsoring adult education programs and activities and thus, indicated that better promotional techniques, publicity, and advertisement were needed.

The lack of participation in adult education programs suggested that adult education must be "sold" to the adult public in order to stimulate participation in adult education activities.

The suggestions mentioned most frequently by the respondents for improving the adult education programs in Salt Lake County were: need for more publicity and advertisement; more information about courses and activities, the time, and the cost; enlarge curriculum to meet the interests and needs of the adults; programs and activities more conveniently located, especially out in the rural areas; and, offer more evening classes in the public schools.

Some of the primary purposes of the 61 organizations were to promote activities which would strengthen and maintain the cultural, social, and material life of the community; to bring into closer relationship the home and the school; to promote brotherhood, fellowship, and render service to others; to improve labor relations between employer and employee; to promote civic improvement; to improve the health of the general public; to present practical and technical data on agriculture and home economics; to foster and perpetuate Americanism; and, to promote and supervise recreational activities.

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Lund, Richard E., A STUDY OF THE RESOURCES, PEOPLE AND ECONOMY OF SOUTHWESTERN WYOMING. College of Commerce and Industry, University of Wyoming. Cheyenne: Wyoming Natural Resources Board, 1962, 112 pages.

Purpose

To provide a descriptive analysis of the economy of southwestern Wyoming. It will serve as a background for more detailed research for those interested in particular lines.

Procedure

An analysis was made of the area and its geography, climate and known resources. Emphasis given to population characteristics and growth. Sources of basic income and business produced as a result of this income were studied with a look at development possibilities.

Summary of Findings

Overall population declined by 6.5 per cent from 1950 to 1960. Persons in age group 65 and over increased 25 per cent, while those in age group 15 to 34 decreased by 24 per cent. Cities of 1000 or less and rural areas lost the largest numbers of people. The education level is below Wyoming in general and the other Rocky Mountain States, but is above the national level. A significant increase in proportion of people with high school and college training occurred between 1940 and 1960.

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Harmston, Floyd K., A STUDY OF THE RESOURCES, PEOPLE AND ECONOMY OF CARBON COUNTY, WYOMING. College of Commerce and Industry, University of Wyoming. Cheyenne: Wyoming Natural Resources Board, 1962, 123 pages.

Purpose

To provide a descriptive analysis of the economy of Carbon County, Wyoming.

Procedure

An analysis was made of the area and its geography, climate and known resources. Emphasis was given to population characteristics and growth. Sources of basic income and business produced as a result of this income were studied with a look at development possibilities.

Summary of Findings

The county's economy rests on the basic industries of oil, mining, forest products, agriculture and transportation. A decrease in population from 1950 to 1960 resulted partly from increased mechanization.

The educational level is above the national average, but below the Wyoming average; women are better educated than men. Wyoming in general, and Carbon County in particular, have lower proportions of college trained people than the rest of the Rocky Mountain States.

Income (median) was above the state average.

Escolas, Edmond L., WYOMING'S POOR AND THE WAR ON POVERTY. Laramie: University of Wyoming, Division of Business and Economic Research, Demographic Series No. 2, 1965, 16 pages.

Purpose

To study the "poor" of Wyoming, or about one in six persons.

Procedure

A study was made of income, schooling completed, housing, etc.

Summary of Findings

One out of six or 16.5 per cent of the state's 83,550 families received less than $3,000 annually in 1960. Of the 48,287 urban families, 13.4 per cent were in poverty. Over 30 per cent of farm families and 16.4 per cent of rural non-farm families made less than $3,000. Thirty-four and four tenths per cent of non-white families and 16 per cent of white families did not receive enough income for basic necessities. Fifty-one per cent of all Wyoming's poor live in six counties. Two counties with highest incidences of families with less than $3,000 annual income in 1960 have the lowest median school years completed for adults. Health problems more severe in poor areas. For grades one through twelve, Wyoming's drop out school rate is estimated at 40 per cent. This is above the national average (30 per cent) and all the surrounding states. Adult education and training need to be promoted along with educational and vocational opportunities for the poor.

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LaQuey, Thomas A., Jr., THE SOCIAL POWER STRUCTURE IN SELECTED COMMUNITIES IN NORTHEAST COLORADO. Unpublished Master's Thesis. Fort Collins: Colorado State University, 1966.

Purpose

What are the different types (forms) of social power structure in the communities found in Logan, Phillips, and Yuma Counties?

Procedure

To examine aspects of this question, a panel of judges was used to select the knowledgeable people in the communities who might recognize who the influential power actors were. Two hundred and nine knowledgeables were selected to fill out a questionnaire naming the influentials in five issue areas relating to agriculture, home and family living, community development, resource use, and 4-H and older youth. A group of less influentials was also selected for comparisons.

Summary of Findings

1. A polymorphic power structure existed between the issues involved in the study. Different persons were powerful in different community issue areas.

2. There was a significant difference in some of the personal and social characteristics of the influentials and less influentials: (1) income and educational level of the influentials was much higher; (2) less than 1/3 of the influentials compared to nearly 1/2 of the less influentials had lived in their present community; (3) 2/3 of the influentials were born outside their present county as opposed to less than 1/2 of the less influentials; (4) a larger proportion of the influentials had occupations in the business and professional categories; and, (5) more men than women were influentials.

3. Both the influentials and less influentials were willing to serve on extension advisory committees.

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Bender, Delano L., REALISM OF VOCATIONAL ASPIRATION OF HOSPITALIZED VETERANS. Unpublished Doctoral Dissertation. Denver: University of Denver, December, 1953, 211 pages.

Purpose

To study the factors related to realistic vocational aspiration of hospitalized veterans.

Procedure

Data were obtained from selected case histories of veterans at the Denver and Fort Logan Veterans Administration Hospitals. The Chi Square Technique was used.

Summary of Findings

Within varying degrees of probability, the realistic hospitalized veterans seem to possess the following characteristics when compared with unrealistic veterans: a higher degree of mental ability; aptitudes related to vocational aspiration; hobbies which are not related to aspirational goals; longer job tenure; more friendly and mature personality; choose vocational goals the same or at the same level of their fathers; have completed a higher level of formal education; have more social interests; and, are less likely to worry about their disabilities.

Maughan, Wesley T., A RESTUDY OF THE RELATIONSHIP OF SELECTED CULTURAL CHARACTERISTICS TO THE ACCEPTANCE OF EDUCATIONAL PROGRAMS AND PRACTICES AMONG CERTAIN RURAL NEIGHBORHOODS IN WISCONSIN. Unpublished Doctoral Dissertation. Madison: University of Wisconsin, August, 1964, 130 pages.

Purpose

The problem of this investigation was to restudy the acceptance of selected educational programs and practices between neighborhood groups that are homogeneous as to their ethnic and religious characteristics and neighborhood groups that are heterogeneous as to these characteristics.

Procedure

Nineteen homogeneous neighborhood groups (i.e. 80 per cent of one ethnic and religious stock) and 19 heterogeneous neighborhood groups were selected for the original study in 1953. These same neighborhoods were compared in the 1963 study. In order to hold other factors relatively constant each homogeneous neighborhood was paired with a heterogeneous neighborhood on the basis of certain educational, geographic and economic characteristics.

Summary of Findings

A. In terms of the 1963 results:

1. Neighborhoods which are heterogeneous as to their ethnic and religious characteristics are more favorable to school programs and practices than homogeneous neighborhoods.

2. Heterogeneous neighborhoods attain and express a desire for higher educational goals than homogeneous groups.

3. Heterogeneous neighborhood groups show higher socio-economic status scores.

4. Homogeneous neighborhood groups indicated greater neighborhood and family strength.

5. Homogeneous neighborhoods tend to accept improved farm practices more readily than they accept improved school practices.

B. In terms of change between 1953 and 1963:

1. Eleven of the original 19 homogeneous neighborhoods did not meet the criteria for homogeneity in 1963 due to change in ethnic and/or religious composition.

2. Heterogeneous and homogeneous neighborhood groups indicated significant change toward improved educational curriculum and facilities.

This phenomenon is emphasized by the increased interest in school reorganization, with broader opportunities for youth; the present educational attainment of husband, wife, and children out of school; the education desired for children in school; and, the reduced number of grades that one teacher can handle for best results in the classroom.

3. Homogeneous and heterogeneous neighborhood residents showed less interest in attending evening classes taught by the county agent, home agent or agriculture teacher.

4. Heterogeneous neighborhood groups continued to lead homogeneous groups in the acceptance of improved farm practices. Results of the research indicated that the margin of acceptance between the two groups was considerably less in 1963 than it was in 1953.

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Colorado Department of Education, EXTENT OF EDUCATION OF THE ADULT POPULATION BY COUNTIES PERSONS 25 YEARS OF AGE AND OLDER. Denver: 1965, 3 pages.

Purpose

To show by mathematical figure the extent of education of adults in each county of the state of Colorado and to compare income with years of school completed based on the 1960 Census.

Procedure

By analyzing publications PC(1) 7A-7B-7C-7D Colorado, of the United States Department of Commerce, Bureau of the Census, information in regard to the adult population over 25 years of age was obtained.

Summary of Findings

Forty-seven and nine tenths of the state's population over 25 years of age in 1960 were lacking the completion of high school. Four hundred fifty-one thousand, five hundred sixty persons over 25 completed no more than the 11th grade. Two hundred eighty-three thousand, six hundred ten persons over 25 completed no more than the 8th grade. Eleven thousand, forty-six persons over 25 never attended school. A chart illustrating the relationship between education and income is part of the document.

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Alston, Weida Fern, CHORAL MUSIC IN ADULT EDUCATION. Unpublished Master's Thesis. Colorado Springs: Colorado College, 1952, 44 pages.

Purpose

To present a guide to the music teacher which will accomplish definite aims, and to outline procedures for accomplishing these aims. Also, how certain principles of choral music, if carefully chosen and developed, will teach the adult to live a fuller life.

Procedure

The author studied three choral music organizations of Negroes in Baltimore, Maryland, and set forth techniques of teaching choral music to similar groups.

Summary of Findings

For the conductor or teacher, application should be made of principles for teaching adults; materials selected should be on basis of (1) physical aspects of the text; (2) emotional content; and, (3) sociological aspect of text; furnish music appreciation experiences; train chorus in techniques.

Recommended to committee on revision of evening school curriculum in the city of Baltimore that choral music be included.

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Barnes, Shirley, BUSINESS EDUCATION FOR ADULTS. Unpublished term paper. Laramie: University of Wyoming, July 1956, 16 pages.

Purpose

To determine the role of business education in adult evening classes.

Procedure

A review of literature was conducted.

Summary of Findings

Limited literature is available, and most of it is either stating facts as they exist or is negative toward business education for adults.

Research needed badly in area of adult business education.

One drawback to success in evening classes seems to be fatigue on the part of students, and sometimes teachers.

Some adult students are transients, and discouragement with the program can result when these people drop out or move on.

Hamilton, Kellis A., EDUCATIONAL NEEDS AND DESIRES OF SAVINGS AND LOAN EMPLOYEES AS PERCEIVED BY INTERESTED PERSONNEL OF SAVINGS AND LOAN ASSOCIATIONS. Unpublished Doctoral Dissertation. Greeley: Colorado State College, 1965, 166 pages.

Purpose

To differentiate possible courses of action based on the perceptions of knowledgeable and/or interested savings and loan personnel that might add to the continued improvement of the educational training of savings and loan employees.

Procedure

The population used was random sample of respondents in 271 savings and loan associations in the United States. The instrument used was a questionnaire.

Summary of Findings

Perceptions held by savings and loan people regarding educational training were similar among the different geographic regions of the United States.

Large associations were more concerned with management practices, employee relations, and the future of savings associations.

Small associations were more concerned with accounting practices and office procedures.

Educational study in public relations was regarded the highest by all respondents.

Employees perceived the importance of educational training for promotion, better understandings of the business, performing daily tasks and building self-confidence.

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Neff, Monroe C., A STUDY OF LIBERAL ADULT EDUCATION DISCUSSION GROUPS IN WYOMING. Unpublished. Laramie: University of Wyoming, June, 1964, 134 pages.

Purpose

To study liberal adult education discussion groups in Wyoming and compare the results with a national study that had an urban bias to find if differences exist between the two populations. Designed to answer: (1) background of participants; (2) reactions to discussion programs;

(3) have attitudes changed; (4) how did this type of study compare with others; (5) how effective was group leadership; (6) were program materials suitable; and, (7) what states support discussion programs.

Procedure

The population used was all known participants of liberal adult education discussion groups in Wyoming. The instrument used was the questionnaire.

Summary of Findings

All findings pertain to rural enrollees. A change of attitude does take place in the participants of liberal adult education discussion groups as a result of being a member of that group. Program promotion might be effectively directed toward labor unions. Students seem to be more extensively involved in civic affairs. Attendence at commercial movies will be infrequent, with a serious type movie preferred. Increased number of participants likely. Depend on community colleges or universities to sponsor liberal adult education discussion groups. The social aspects of group discussion is not likely to have great appeal. The materials seem adequate. The enrollee felt useful information and knowledge was gained. Leadership in discussion groups was satisfactory. Resource people will be well received. Compared to other classes, discussion method seems valuable. Change in attitude is likely as a result of membership in organized groups. Enrollees are not likely to use public buildings for group meetings. The members felt closer to the community. Participants considered a person and his interests of significance in suggesting group membership. The importance of general adult education programs is supported in ten states. A pool of expert resource people could be shared or rotated between discussion groups. Rotating group leadership with the discussion group may be good in-service for group leaders.

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Walker, Barbara R., WORKING WITH ADULTS IN A VOLUNTEER ORGANIZATION. Unpublished Master's Thesis. Laramie: University of Wyoming, June, 1959, 74 pages.

Purpose

To extract from the reams of literature on human relations and group dynamics the understandings and techniques most appropriate for improved functioning of volunteer agencies.

Procedure

A review of literature was conducted, and assistance obtained from the University of Wyoming, El-O-Win council of Girl Scouts in Fresno, California and Grants for Study Division of the Girl Scouts of the United States of America.

Summary of Findings

Youth agencies have the opportunity and the obligation to provide both formal and on-going training and supervision for their adult members.

In a participative group where democratic principles are observed, the leadership functions are assumed by various members and all are sincerely involved in determining goals and ways of work.

The ability to participate effectively in a group requires awareness of certain skills and principles and understandings and acceptance of one's self and others. Volunteer organizations are in the position of seeing the need and reaching civic-minded adults who want to learn.

The importance of adult education becomes increasingly obvious as knowledge is out-dated, and man's social skills lag behind his inventiveness in scientific fields.

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Wanderer, Jules J., GREAT DECISIONS SURVEY--1961. Bureau of Sociological Research. Boulder: University of Colorado, 1961, 97 pages.

Purpose

To study the characteristics of persons who participated in the Great Decisions study-discussion program in the state of Colorado, as conducted through the Extension Division, University of Colorado.

Procedure

The population used was all known participants in the Great Decisions study-discussion program. The instrument used was a questionnaire. The cluster analysis technique utilized to treat data.

Summary of Findings

Preponderance of participants reside in urban communities.

Initial membership in a study-discussion group is characteristic of persons under 40 years of age. Continued participation (3 or more years) is characteristic of persons over 40 years of age.

Although men and women participate initially in study-discussion groups in about the same proportion, women constitute a majority of continuing participants.

Married persons comprise 70+ per cent of all participants.

Participation of Republicans on a continuing basis is greater than that of Democratic party members.

Persons who attend church regularly comprise a majority of all participants.

About 1/3 of all participants have completed some form of graduate study, and over 1/2 have completed formal education leading to bachelor's degree.

Men employed full-time in professional and managerial positions constitute 70+ per cent of the male participants and housewives comprise nearly 60 per cent of female participants.

Slightly more than 1/2 of all participants have resided in the same local community for eight or more years.

A preponderance of all participants joined study-discussion groups to improve their understanding of international relations. Less than 20 per cent of participants indicated "social extension" as a motivation for participation.

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Cutler, Theodore F., IN-SERVICE TRAINING PROGRAMS WITHIN INDUSTRY IN DENVER. Unpublished Doctoral Dissertation. Boulder: University of Colorado, April, 1948, 203 pages.

Purpose

To determine the status of industrial in-service training programs in Denver.

Procedure

Data collected by personal interview with senior personnel officers in 100 industrial organizations in Denver.

Summary of Findings

Ninety-two per cent of the industrial organizations conducted one or more in-service training programs for employees. Types of programs in order of frequency were: new employees, apprentice training, executive, skilled trades, safety sales and telephone.

Methods of instruction in order of frequency were: individual instruction, conference, conference-lecture, lecture discussion and motion picture presentation.

Eighteen per cent of the organizations relied exclusively on their own supervisory staff for trainers. Forty-four per cent employed a training director, of whom 36 per cent had college training. Seventeen per cent of the organizations had a training staff in addition to the director, more than 50 per cent of whom had other responsibilities with the organization.

Cooperating organization and agencies in order of frequency were: agencies of the federal government, Denver Public Schools, employers associations, universities, state government agencies and labor unions.

(The study also includes a "Training Check List" for in-service training programs in industrial organizations.)

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Division of Adult Education and Community Service, A STUDY OF THE EDUCATIONAL NEEDS OF ADULTS IN WYOMING. Laramie: University of Wyoming, 1966, 351 pages.

Purpose

To point out possible improvements in current educational programs in Wyoming and to provide a design for intelligent planning to meet future needs.

Procedure

A survey was undertaken to obtain: (1) an analysis of social and economic conditions which influence education in Wyoming and the nation; (2) a definition of the role, purposes, functions, and needs of higher education; (3) an analysis and appraisal of existing programs and services and post-high school and adult education; and, (4) recommendations for improvement.

Summary of Findings

Wyoming needs to develop a long-range plan to make sure tax resources are available when the needs arise. Many youths must leave the state to seek educational opportunities.

The State's program is lacking in the following areas:

1. Technical-Vocational Education - existing colleges need to promote courses of a terminal, technical and/or vocational nature.

2. Confusion exists concerning what types of technical-vocational programs should be offered in our institutions. A manpower survey [illegible].

3. High School Drop-outs - approximately 48 per cent of the State's population, 24 years old and older, have less than a high school education. Not enough is being done for these people. Few Adult education programs are available.

4. State Institutions - educational programs not well developed in these institutions. This is due in part to lack of funds and staff members. In-service training is needed for the staff members.

5. Minorities and Handicapped Persons - the State is not meeting needs of these groups.

6. College Drop-outs - no programs are available to help them finish degrees, and limited opportunities exist to pursue other than a regular baccalauriate program.

7. Graduate and Professional Needs - Wyoming has difficulty training persons for the professional needs of the State. Many have to be educated outside the State. The program with WICHE needs to be evaluated.

8. Needs in Geographic Areas of the State - adult programs are not available in many areas of the State. Of these offered, many are general education courses; few are of vocational-technical or general courses for the less educated segments of our population.

The State does not have an organizational structure capable of providing a comprehensive post-high school and adult education program. There is no single agency responsible for overall post-high programs by studying needs and coordinating resultant action. Specifically:

1. Limited Size of Community College Districts - tax base is usually limited as is services offered.

2. State Institutions - educational programs are not integrated into a total program. No provisions exist for financing, staffing and operating programs.

3. Fragmentation of Responsibility - public schools, universities, and separate divisions are not coordinated.

4. Uncoordinated Federal Programs - little or no coordination exists in State-wide systems of post-high school education.

5. Lack of Advisory Council - no State-wide council exists from industry and labor to advise on educational needs of the State.

6. Apprenticeship Program - lack of State-wide planning exists for apprenticeship programs, but community colleges have some good programs.

Many post-high school programs are inadequately financed.

1. University of Wyoming - salaries and fringe benefits are down while costs are mounting.

2. Community Colleges - limited tax base and lack of State support cause difficulty. "Open door" policy is difficult to maintain with rising costs.

3. Adult Education - many programs are offered only because of available funds, and not because of interest in the courses. Funds are needed so that these programs need not be self supporting.

4. WICHE Program - since students must return to this State for five years under the WICHE program, it is not feasible for many. Out of state students do not have to do this, which makes it inequitable.

The State's post-high school institutions also face serious staffing problems.

1. Turnover - low salaries and meager fringe benefits lead to a turnover of faculty in educational institutions.

2. Recruiting Technical-Vocational Teachers - poor salaries and an inadequate university program cause problems in obtaining professional leadership.

3. Recruiting Adult Education Teachers - difficulty is experienced in obtaining teachers due to poor salary, long driving distances, and often an overloaded schedule.

Recommendations

I. State needs to provide a comprehensive post-high school educational program for all of Wyoming's citizens.

II. State Education Organization should be created to:

- A. exercise leadership
- B. define total role
- C. establish criteria for determining needs
- D. coordinate post-high school programs
- E. assist in defining and achieving high quality education
- F. assist in developing public understanding

III. Enlarge community college tax base.

IV. Create State Advisory Board.

V. Review role of institutions.

- A. University of Wyoming
  1. offer wide program of liberal arts and graduate programs
  2. develop technical and vocational programs
  3. develop leadership in teacher training programs
  4. review number of graduates from each college
  5. work closely with community colleges
- B. Community colleges - role must be reviewed.
  1. expand technical-vocational programs
  2. provide programs for high school drop-outs

   3. expand vocational counseling and guidance programs
   4. conduct extension follow ups of graduates
   5. create local advisory boards
- C. Public schools - need to provide adult education programs.
   1. accept idea of educational responsibility for the whole community
   2. vocational, technical, and adult education leader should be available in larger districts
   3. self support concept in adult education should be abandoned
   4. cooperation needed with community colleges, universities, and state departments
   5. all communities should have adult education program
   6. cooperation needed between schools and agencies of the community
- D. General
   1. Indian Agency - adult education programs needed for them
   2. Labor organizations - community colleges, adult education and others should help update skills and learn new skills
   3. Welfare Organizations - cause and relationship studies should be done to re-educate persons financially by welfare aid
   4. Libraries - universities should provide training for library persons, and assist in film and audio-visual uses throughout the state
   5. Safety - safety education needed State wide, and in all public schools
   6. State Department of Education - closer cooperation with all educational agencies in the State is needed
   7. State Penitentiary - educational program needed that is not subject to political change
   8. Boy's Industrial Institute - vocational-technical programs needed for expanding and experimentation. Rehabilitation help needed
   9. Lander Home - State supported program needed to help upgrade employees
   10. Girl's Home - many educational offerings needed. Halfway homes needed to help them adjust to society from which they failed. The need for follow-up or out-patient supervision is apparent in all the institutions.
   11. State Hospitals - follow-up and out-patient care is needed. Subsidized advanced classes for employees under adult education, and workshops or classes for employees on a regular basis is needed.

VI. Financing post-high school education - State must expand investments in post-high school education.

- A. Salaries and retirement must be expanded to hold qualified staffs.
- B. Methods of financing the community colleges must be reappraised. State's share of costs should go up, both for capital outlay and operating budgets.
- C. Tuition practices should not prevent persons from benefiting from educational opportunities.

Perryman, Bruce C. and Nightwine, William H., BIG HORN BASIN SURVEY OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION NEEDS. Research Coordinating Unit. Cheyenne: State Department of Education, 1966.

Purpose

To determine the need for vocational, technical, and adult education in Washakie, Big Horn, Park, and Hot Springs Counties of Wyoming.

Procedure

Three questionnaires and one interview schedule will be used on the adult, student, and business and industry population in the area.

Summary of Findings

The adult questionnaire is designed to determine, in general, the attitude toward adult education. More specifically, it should provide information on: (1) years of school completed; (2) distance willing to drive for classes; (3) type of occupation; and, (4) interest in specific type of class.

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Division of Adult Education and Community Service, SELECTED CHARACTERISTICS OF WYOMING PEOPLE WITH SOME REFERENCE TO NATIONAL CHARACTERISTICS. Laramie: University of Wyoming, 1965.

This series of tables deals specifically with educational achievements of people both in school and out, characteristics of education, employment, income and occupations, and comparisons between education and earnings.

If specific information is desired, please refer to the original document.

Crandall, John Morley, Jr., LAY ATTITUDES TOWARD CERTAIN ASPECTS OF EDUCATION IN SWEETWATER COUNTY, WYOMING. Unpublished Master's Thesis. Laramie: University of Wyoming, June, 1951, 169 pages.

Purpose

To define the various attitudes and opinions of the lay populace in Sweetwater County, Wyoming, toward certain aspects of education in general.

Procedure

A questionnaire and interview were used. Questionnaires went to 950 residents. The interview technique was applied on a house-to-house random basis.

Summary of Findings

A few citizens regard the schools as necessary evil, a place where one must mark time until old enough to earn his livelihood. Men are slightly less appreciative of the schools than women on most issues. The public with the highest level of education is more receptive to modern educational trends than those with a relatively small amount of formal education. The majority felt high school education was essential. Most of the public felt the schools are doing a good job for preparing pupils for college, jobs, and general living. Ranchers were dissatisfied with education in general, and felt children in urban schools were being educated on a level too high for their individual needs. The public indicated a willingness to pay more for local support of schools, but not at the state level unless their school systems would benefit. Most of the public expressed a desire for more community participation.

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Pickett, Lloyd C., THE DEVELOPMENT AND PRE-TEST OF AN INSTRUMENT FOR ASSESSING THE STATUS OF SENIOR CITIZENS IN WYOMING AND SOME INVESTIGATIONS OF SAMPLING AND INTERVIEW TECHNIQUE. Unpublished Doctoral Dissertation. Laramie: University of Wyoming, January, 1963, 204 pages.

Purpose

To devise and perfect a data collection instrument in the form of an interview schedule, which can be used to survey the status of senior citizens in Wyoming. To pre-test the interview schedule by interviewing a representative sample of citizens 65 and older. To experiment with variations in interview technique to discover a method to reduce the normally high rate of interview refusal in such studies.

Procedure

A review of the literature was conducted. A crude instrument was devised, followed by five revisions. A pilot study was conducted in Laramie. Intermediaries initially contacted the persons. The writer did all the interviewing himself. Special attention was given to the ability of respondents to understand questions and to make adequate responses.

Summary of Findings

Subjective evidence from interviewing situatuions with older people points to the need: for interviewing in warm weather; for dressing causually so as not to be suspected of being a salesman or tax collector; for having an introduction which relieves client's anxieties and spells out their altruistic motives. There was a significant difference in the rate of refusal to be interviewed between clients contacted by a known and trusted person before the arrival of the interviewer and those whom the interviewer contacted directly. To maintain an adequate motivational level during the interview, most respondents need occasional reassurances relative to their ability to respond adequately, relative to the permissiveness of the interviewer, and relative to their right and privilege of non-response to any items. The instrument used should be shortened.

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Bill, John E., A STUDY OF SOME PROBLEMS IN THE DISTRIBUTION OF FILMS TO ADULT GROUPS IN THE ROCKY MOUNTAIN-GREAT PLAINS REGION. Unpublished Master's Thesis. Laramie: University of Wyoming, July, 1955, 70 pages.

Purpose

To determine if it is desirable and practical to establish a cooperative film distribution plan for films used by adults in the area.

Procedure

Selected organizations contacted about film distributorship in their area.

Summary of Findings

Groups request few films because they don't know they are available and would correlate with their programs--they want films listed in one catalog and guidance in their use. There are a number of duplicates not needed, and no difficulty in obtaining films should be encountered.

Perryman, Bruce C. and Nightwine, William H., SURVEY OF STATE RESEARCH PERSONNEL. Research Coordinating Unit. Unpublished RCU Data. Cheyenne: State Department of Education, 1966.

Purpose

To determine the number of the State's adult, vocational and technical oriented educators who are willing to participate in research. It was designed to answer: (1) number of interested and willing to aid or participate; (2) background; (3) amount of research training; (4) need for research training; and, (5) areas of research interest.

Procedure

The population used was all teachers, administrators, and graduate students in the State within the field of vocational-technical education. Added to this population, were individuals in fields with close contact with vocational-technical education, such as the Bureau of Economic Research, Division of Adult Education and Community Services, and the Employment Security Commission.

The instrument used was a questionnaire.

Summary of Findings

The findings are available at the State Department of Education, Cheyenne, Wyoming.

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Leverett, Willadine D., STATE LEGISLATION AND OTHER SELECTED PROVISIONS FOR THE ASSISTANCE OF THE OLDER CITIZEN IN THE VARIOUS STATES. Unpublished Master's Thesis. Laramie: University of Wyoming, August, 1959, 99 pages.

Purpose

To determine the extent to which the states are making provisions for older citizens and the organizational procedures being used.

Procedure

A questionnaire was sent, with a covering letter, to the Health, Education, and Welfare Departments, or their equivalent in each state, Hawaii not included. Other materials collected from the American Medical Association, the United States Department of Health, Education and Welfare, etc.

Summary of Findings

Adult education, if directed toward the wants of the people, is for everyone rather than a selected few. In 1959, California had almost 48,000 adults age 60 or over enrolled in general adult education classes. Most popular classes were arts and crafts, cultural and general education, and health and nutrition. Some efforts of states to meet the desire for education included free tuition for extension classes, workshops, publications directed exclusively toward older persons' interests. Lack of social adjustment is the direct route leading from the community to state institutions and, therefore, a great economic landmark for the state. States have been slow to appropriate sufficient funds for an effective program. Structural organization and activity programs reported by the various states were quite diversified, implying that the agencies were set up to concentrate on the most urgent prolems of aging in their state. The lack of follow-through was evident in some states with good organizational structure.

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Mackey, Carl L., A BROADENED PROGRAM OF ADULT EDUCATION FOR SANDUSKY, OHIO. Unpublished Master's Thesis. Laramie: University of Wyoming, August, 1951, 86 pages.

Purpose

1. To determine if the program of adult education was adequate.

2. To identify educational needs and interests.

3. Organize broad programs of adult education to determine how: (1) to measure adult interests; (2) to recruit and certify teachers; (3) to set up a salary scale for teachers; and, (4) to determine the need for a council of adult education.

Procedure

A comparison was made with Homer Kempfer's survey method, comparison was made with four selected Ohio programs, a system of personal interviews was conducted, a council created for adult education, and the literature was surveyed.

Summary of Findings

Danger was evident in "overselling" a program of adult education. There was a great advantage in conducting the adult education program through a council rather than by a board of education--one being certification of teachers. The most effective publicity is word of mouth. The least effective is hand bills passed door to door, which may tend to oversell certain phases of the program. The director should turn certain adult interests over to lay adult organizations for promotion. Individual enrollment is less effective than group interest which results in enrollment. The salary scale must be well planned to be effective.

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Goff, Maurice L., SELECTED TECHNIQUES FOR FORMULATING THE QUESTIONNAIRE, MECHANICS AND RELATED MATERIALS OF A FOLLOW-UP PROCEDURE DEALING WITH POST SECONDARY VOCATIONAL-TECHNICAL GRADUATES. College of Education, University of Wyoming, Department of Adult Education and Instructional Services. Cheyenne: State Department of Adult Education, 1966.

Purpose

The purpose of the study was to collect pertinent and responsible information relative to designing a questionnaire.

Procedure

A complete review of the literature was conducted.

Summary of Findings

To get a successful response from a questionnaire, it must be short and to the point. A short questionnaire (1 page) with short (20 word) specific questions will have a higher percentage of response.

Questionnaires should be worded simply, avoiding words with two meanings or talking down to the respondent. Good written form and specific statements should be used. Questions should be worded so that no embarrassment or hostility is aroused in the respondent.

Questionnaires are best distributed by mail as compared with student messengers or faculty members. The early part of the week or school year is the best time to send out questionnaires for a successful response. Respondents most frequently return questionnaires on Thursday and Friday.

Daack, Georgia, THE HISTORY OF THE CHAUTAUQUA AND ITS INFLUENCE ON ADULT EDUCATION. Unpublished Master's Thesis. Gunnison: Western State College of Colorado, July 31, 1953, 36 pages.

Purpose

This study is concerned with the history and development of the Chautauqua in the United States of American and its influence on adult education and the implications Chautauqua offered in educating our adult population. Included are: (1) its historical development; (2) schools of the Chautauqua; (3) local assemblages and road circuits; and, (4) specific aims of Chautauqua.

Procedure

Methods of collecting data were by means of library research, personal visits, correspondence and interviews.

Summary of Findings

An estimated 20 million people were affected by Chautauqua since it was inaugurated in 1874 by Lewis Miller and Dr. John H. Vincent.

A course of study designed on a four-year plan and incorporating science, literature, music and art to form the adult education program. Summer sessions were available and college credit could be obtained.

Chautauquas tried to reach all interested adults. The objective of the Road Circuits was to "educate through entertainment."

In 1932, the last tent was folded away and there the traveling chautauqua died as the radio and automobile came into being.

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